

1950
59724

S. E. ASIA

1950

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59724

BRUNEI

CLOSED
UNTIL

1981

ANNUAL REPORTS.

EDUCATION (1949)

Previous

E
1227

Mr. Field

5/1/51

H 431

23/8

H 531. PUT BY

H 03

30/8

Mr. Field

6/2

H 531.

15/10

Miss Guilleman (V)

6/2

Mr. Neale.

20/10

Mr. Field

7/2

531

Subsequent

Copying Report H 431

9/2

H 02

2/2

H 531 PUT BY 3.

22/3

Mr. Field.

22/3

H 531.

23/4

H 531

23/6

Mr M Scott H 546

28/6

Mr. Field

23/4

Miss Guilleman

5/7

H 531.

21/5.

MR. Robison

12/7

Mr. Field.

22/5

MR. Harvey

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Mr M Scott H 546

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Miss Guilleman

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H 431

20/6

Mr. Harvey Robison

31/8

H 03

2/7.

Sir C. Weirley

31/8

H 031

8/8

MR. Guilleman

2/9

16/8

H 431

4/9

Mr. Saul

H 03

5/9

Miss Guilleman (V)

away

H 531 put

By

Mr. Robison

20/8

L. E. R. Hart.

5/12

L. Saul

20/8

Mr. Field H 532

5/12

H. 531

21/8

FILE A

H 531

CO 9143/2
10

59724

2

59724

2

1 H.C. BRUNEI SAV 54 — 13. 6. 50.
w/Two Copies Report

Miss Gwilliam

MR. Robison M 62/7

MR. Harvey

You will wish here. I shd.
be grateful for comments.

G.C. Whitely
28/6.

This is a very full report - an interesting one - Mr. Pearce is an enthusiastic & tireless S.E.O. but his experience has been wholly in Malaya & the Malayan pattern is bound to influence his outlook. I think he is to be congratulated on his efforts so far & encouraged to do all he can: -

- a) on literary campaigns with adults
- b) on increased facilities for teaching English to children & adults
- c) for encouraging a vast improvement in the R.C. so-called English schools - both in quality of teachers & in suitability of material
- * d) in improving both quality & relevance of simple readers material
- e) to get a named English teacher on his establishment - where the wife is a trained teacher & can travel with her husband to encourage & help in education of girls -
- f) to think of expansion on trade crafts training - i.e. more than handwork.

Ties up with scheme for S.E. Asia Press' Publication Bureau

3
g) to get voluntary assistance for his own efforts in informal education

h) to use some of Bruner's hundred millions to launch a Community Development project ~~type~~ in the river town of Bruner - preferably in a large flat-bottomed boat that can go to the people - especially the women who never come ashore!

Frederick H. Brittain

5/7/50.

I do not think that this rather

lengthy report should be reproduced

for members of the A.C.E.C. Sub-

Committee who will have nothing

to add to Mr. Guilman's comments

which she has elaborated in her

"Report from Bruner" 7. 11/7/50.

L. Robinson

12/7/50

This file has only appeared on my table within the last 48 hours - yet it left Mr. Robinson 6 weeks ago - as one appears to know anything of its whereabouts in the interval. I will, therefore, hold it no longer as Mr. Guilman. Mr. Robinson have read it and return it in minutes.

Table VII of the appendix suggests a unique situation in that it states that Bruner devotes 100% of its expenditure to education! Truly remarkable.

R. H. Harvey.

25/8/50

Sir Gerald Whiteley

2

I have attached a copy of my
Report from Brunel, mentioned
in Mr. Morrison's letter of 12/7/50.

Frederick Holliman

30/8/50.

Miss Gwilliam

Could you spare 2 further
copies of your Report to accompany
draft saving as in the P.S.
which I have added? If so would you
kindly attach before the draft goes
to H 431.

G.C. Whiteley

31/8.

3

Brunel Sav 77 w/2's of (2) - 5 SEP 1950

W's reply to (3).

5/xii.

Want another month.

AWield

5/12/50 atome

B/u as above.

W.G. Fry. 5/1/51

A further month

AWield

5/1/51 atome

B/u vide 11 minute 5/1
written

Miss Guilham

Before we ask for a reply to the
P.S. in No 3 perhaps you would be good
enough to confirm that a reply has not
been received by you regd. on your papers
AWield

No - I have seen no reply -

Juan H. Bruchman

6/2/51.

6

22/3

4
B

Brunei Sav. 13

bons —

12 FEB 1951

✓

Mr. Huld,

no reply to (4).

~~glennott~~
22/3.

23/4

B

Wait a month

Huld

22/3/51 at once

Mr Huld

B/v vide gr minute 22/3

W. Green 23/4

21/5

B

Wait a further month

Huld

23/4/51 at once

Mr. Huld

your min. 23/4 overleaf.

Johnworth.
21/5.

Want a further month

H. Huld

22/5/51

Mr. Huld

your min. 22/5 above.

Johnworth
21/6

Send savingsgram reminder

H. Huld

21/6/51 aton

8/8

Brunei Sat: 61. - Com — 2 JUL 1951

to Reply to (5)

when 8/8

✓ Miss Guillian,

We still do not seem to have had
a reply to the P.S. in No. 3, but perhaps you will
be good enough to confirm that you have not
received anything before we remind once again.

H. Lane
16/8

Mr. Lane.

Miss Guillian has left
for East Africa, and as far as we
can find out she has not received
any news from Bruner.

A. Hoffman
20/8/51

Please remind by telegram. Lane
20/8.

(15/10) C Bruner Sw: 88 - com 30 AUG 1951

Mr. Neale -

See (1) on '51 file.

Still no reply to (3)(4)(5) or (6) -
? a further reminder.

ABrown. 19.

PAS/WM. Ref: 2/HCO/144.

9
1

SAVING.

From the High Commissioner for Brunei.
To the Secretary of State for the Colonies,

Date... 13th June, 1950.

No. ... 54 Saving.

59724/2

Annual Report on Education
for the year 1949, Brunei.

I forward herewith two copies
of the above-mentioned report.

Q 13
A 6
50.

EASTERN
22 JUN 1950
REGISTRY

Saving

597 4/2/50

From the Secretary of State for the Colonies.

To the Officer Administering the Government of BRUNEI

Date 30 August, 1951.

No. 88 Saving

My Savingram No 77 dated 5th September 1950

Miss Gwilliam's Report

Grateful for early reply.

SECTER

Draft

TELEGRAM/ *

* SAVINGRAM

* The word Priority may be entered here, if necessary.

File No.

59724/2/50

C.O.

To:-- High Commissioner
Brunei.

Sent.

Repeated to:--

hours.

Mr. Bull 211

Mr. Ogilvie 21/8 above

Mr.

Sir

Priority:--

Nil.

Reply urgently required.

Important.

Immediate.

Most Immediate.

For transmission:--

In Clear

Code

Cypher

No. 88.

Restricted/

Confidential.

Secret.

Top Secret
and Personal.

Permt. U.S. of S.

Parly. U.S. of S.

S. of S.

(3) My Savingram No 77 dated 5th September 1950.

Miss Williamson's Report.

Grateful for ^{early} reply.

SECCER.

Distribution:--

Further action:--

PA/2/50.

Saving

12

From the Secretary of State for the Colonies.

To the Officer Administering the Government of

~~High Commissioner~~

BRUNEI

Date

~~XX~~

No.

61

2

JUL 1951

Saving

5

My Savings No.77 dated 5th September, 1950,
and No.13 dated 12th February, 1951.

Miss William's Report.

Grateful for reply.

SECRET

Draft

TELEGRAM/ *

* SAVINGRAM

* The word Priority may be entered here, if necessary.

File No.

59724/2/50

To:—

High Commissioner
Brunei.

Repeated to:—

Sent.

hours.

Mr. Bull 2/6

Mr. Oglevie 2/6 alone

Mr.

Sir

Permt. U.S. of S.

Parly. U.S. of S.

S. of S.

Priority:—

Nil.

Reply urgently required.

Important.

Immediate.

Most Immediate.

For transmission:—

In Clear

Code

Cypher

No. 61

Restricted.

Confidential.

Secret.

Top Secret
and Personal.

- (3) My SAVINGRAMS No 77 dated
(4) 5th September 1950, and No 13 dated
2nd February 1951

Miss Gwilliam's Report.

— careful for reply.

SEER.

Distribution:—

Further action:—

9/12/1951

414

Saving.

From the Secretary of State for the Colonies.

To the Officer Administering the Government of Anguilla.

Date 12 February, 1951.

No. 13 Saving.

My savinggram No. 77 of 5th September, 1950.

Grateful to learn whether you have any comments to
make on Miss Owillian's report.

Yours,

Draft 44

TELEGRAM/ *

* SAVINGRAM

* The word Priority may be entered here, if necessary.

File No. 15

59/7/24/2/50

C.O. 14

To:—

Repeated to:—

Sent.

hours.

Mr. *Hila 7/1/50*

Mr. _____

Mr. _____

Sir _____

Priority:—

Nil.

Reply urgently required.

Important.

Immediate.

Most Immediate.

For transmission:—

In Clear

Code

Cypher

No. 13

Restricted. —

Confidential.

Secret.

Top Secret
and Personal.

Permt. U.S. of S.

Parly. U.S. of S.

S. of S.

Distribution:—

Further action:—

Saving.

59724/2/50

3 16

From the Secretary of State for the Colonies.

To the Officer Administering the Government of BRUNEI.

Date 5 September, 1950.

No. 77 Saving.

(1) Your Savingsgram No. 94 Annual Report on Education for 1949.

I am most grateful for the information contained in the above report, which reflects great credit on all concerned in the field of education in Brunei, and I am impressed with the manner in which the State Education Officer has faced the heavy tasks before him.

As regards future progress along the lines indicated in the report, my Educational Advisers have suggested that emphasis might increasingly be given to the following courses of action:

- (i) Literacy campaigns with adults.
- (ii) Increased facilities for teaching English to children and adults.
- (iii) Improvement in the Roman Catholic English Schools, both in quality of teachers and suitability of material.
- (iv) Improving both the quality and the relevance of simple reading material.
- (v) The desirability of obtaining a married English couple on the establishment of the Education Department, the wife being a trained teacher

who/

who can travel with her husband to encourage and help in the education of girls.

- (vi) The possibility of expansion on training for trades and crafts rather than merely on handicrafts.
- (vii) Obtaining voluntary assistance in informal education.
- (viii) The launching of a community development project in the river town of Brunei, e.g. in a large flat-bottomed boat that can go to the people, especially the women who never come ashore.

I am aware of the difficulties which confront the Education Department in carrying out their work along the above lines, but I am confident that in spite of these difficulties satisfactory progress will continue to be made.

Sincer.

P.S. I enclose two copies of Miss Swilliam's Report on Brunei which has just been completed. You will no doubt wish to consider the recommendations contained in the Report and I shall be grateful to receive your comments thereon in due course.

Draft

TELEGRAM/ *

* SAVINGGRAM

File No.

59721/2.

* The word Priority may be entered here, if necessary.

To:—

HIGH COMMISSIONER, BRUNEI.

Sent.

hours.

194

Repeated to:—

C.O.

Mr. West 29/8

Miss G. Williams 31/8

Mr. ~~Robert~~ ~~Robert~~ ~~Robert~~ 31/8

Mr. C. Whiteley 31/8

Sir

Permt. U.S. of S.

Parly. U.S. of S.

S. of S.

Priority:

Nil.

Reply urgently required.

Important.

Immediate.

Most Immediate.

To be transmitted:—

In Clear

Code

Cypher

No.

Restricted.

Confidential.

Secret.

Top Secret
and Personal.

Your Savingram No.54 Annual Report on Education.
for 1949.

I am most grateful for the information contained
in the above report, which reflects great credit on
all concerned in the field of education in Brunei, and
I am impressed with the manner in which the State
Education Officer has faced the heavy tasks before him.

As regards future progress along the lines indicated
in the report, my Educational Advisers have suggested
that emphasis might increasingly be given to the
following courses of action:

- (i) ~~4~~ Literacy campaigns with adults.
- (ii) Increased facilities for teaching
English to children and adults.
- (iii) ~~Improvement in the~~ Improvement in the
Roman Catholic English schools, both in
quality of teachers and suitability
of material.
- (iv) Improving both the quality and the
relevance of simple reading material.
- (v) The desirability of obtaining a married
English couple on the establishment of the
Education Department, the wife being a
trained teacher who can travel with her

husband/

Distribution:—

Further action:—

husband to encourage and help in the education of girls.

- (vi) The possibility of expansion on training for trades and crafts rather than merely on handicrafts.
- (vii) Obtaining voluntary assistance in informal education.
- (viii) The launching of a community development project in the river town of Brunei e.g. in a large flat-bottomed boat that can go to the people, especially the women who never come ashore.

I am aware of the difficulties which confront the Education Department in carrying out their work along the above lines, but I am confident that in spite of these difficulties satisfactory progress will continue to be made.

P.S. I enclose two copies of Miss Gwilliam's Report on Brunei which has just been completed. You will no doubt wish to consider the recommendations contained in the Report & I shall be grateful to receive your comments thereon in due course.

copy B(2) in duplicate

INTRODUCTION

This little state at the moment merits some special consideration apart from the general consideration being given to the whole area of Sarawak and Brunei where the Governor of Sarawak is also High Commissioner of Brunei.

(1) It has historic links with the Straits Settlements and the traditions of the Malayan Civil Service which are not easily broken or forgotten or outlived either in thought or practice. They are in fact preserved in the present Resident Commissioner and Education Officer. Both of these officers have had all their experience in Malaya. They are devoted to Brunei and serve it with loyalty and affection but know little of Sarawak.

(2) From its great oilfields at Seria and Kuala Belait it draws great wealth. It is so rich that it cannot spend all its revenue, even though it can see ways in which the territory would benefit by spending a greater proportion of it.

(3) Today, its fate is tied up with that of Sarawak, but Brunei is a junior partner.

It has a common establishment of personnel with Sarawak. In posting the undermanned specialist staff, the overall needs of both territories often have to override the specific needs of Brunei although Brunei could pay for its own officers if they could be found and left in the territory long enough to get to know its problems and work out solutions for them.

(4) The population is predominantly Malay and Malay speaking. Its past education history, judging from the extracts from the pre-war Education Reports, quoted by the present Education Officer in his own current Education Report, is one of slow and reluctant advance. The change since the war reflects the general stimulus to educational expansion characteristic of all South East Asia. It can well be argued that Brunei's best chance lies in being associated with the progressive and imaginative policy of Sarawak. This is undoubtedly true up to a point. But in practice, I doubt whether such difficulties as those of distance and slow communications and of differing traditions necessarily result in a co-operation which enables Brunei to get the best it can from the partnership.

partnership. I have nothing but admiration for the Education Department of Sarawak ~~and~~ ^{for} the sympathy and commonsense shown in leaving Brunei to its specially appointed Education Officer on the one hand while maintaining a general interest on the other. The system however is such that Brunei feels neither an integral part of the whole nor a free agent.

THE SITUATION

The present position of education in Brunei is lucidly outlined in the 1949 Report. Some points however bear further explanation:-

(1) Brunei is another territory which until the arrival of the present Education Officer was linked with the tradition of having an amateur from the administrative service heading up a professional department.

(2) Brunei's very small but faithful cadre of trained men teachers came from the Sultan Idris Training College in Malaya. This College did good work in pre-war days but times, methods and outlooks are changing and these teachers need the infusion of new ideas - more than can be given in the periodic refresher courses admirable though the idea of them is. Young recruits to the profession are coming from both the Sultan Idris Training College and from Batu Lintang in Sarawak. Each group will be conditioned very differently and great restraint and wisdom will be needed to blend them both in the small education service.

(3) The first group of three women teachers has been trained at Malacca Women's Training College. The Principal escorted them home and has been invited to help in the selection of her next group. Thus the Malayan Association persists, although in this case it is an admirable and progressive one.

of Mill Hill Fathers

(4) The Roman Catholic Mission is responsible for the only English Schools in Brunei. From the little I saw of them, I thought that standards of work were not high, the teachers were inadequate for their posts and the teacher's equipment needed overhauling and improving.

(5) The acceptance of the principle of educating girls is spreading swiftly especially in areas of concentrated population. The appearance of a girls team in the inter schools P.T. Rally was a visible sign of this and their success was a testimony to their ability to compete on equal terms.

6. There are far too few men of all local races and even fewer women who can speak English. I was told that no Malay women could be produced

to talk with me. Yet there is both the demand for English and the need for it.

RECOMMENDATIONS.

(1) Considerable benefits would follow ^{from} regular and fairly frequent meetings between the Directors of Education Sarawak and North Borneo to which I would like to think the Education Officer Brunei came too, to deal with such common problems as :-

- a) supply and training of English teachers
- b) provision and supply of suitable literature both for school and adult education needs
- c) salary scales with hard lying allowances
- d) relation with Missions serving the whole area.
- e) other common services and activities.

(2) Community Development Schemes can be planned. (The Education Officer already has adult literacy campaigns in mind and is open to suggestions on a broader community basis). There are unique opportunities for pilot projects. I'd like for example to see an adventure undertaken in the Kampong Rier at Brunei Town, with a large flat-bottomed boat capable of being used for demonstrations to go to the people, especially to the women who never come to dry land until they come to be buried.

Time is ripe for

(3)/ Literacy campaigns both in the vernacular and in English. All that is needed is staff to undertake them. Voluntary help could be encouraged.

(4) It is worth considering the unobtrusive but nevertheless systematic replacement of Jawi by Rumi script in the Primary schools. The Jawi script can be preserved and taught later on ~~xxx~~ in the Koranic Schools.

(5) Tied up with (4) goes the need for more and better teaching of English to children and adults and the provision both in quantity and relevance of simple reading material.

(6) The staff of the Education Department should be strengthened by the addition of a married couple from England. If the wife were a trained teacher, she could travel with her husband to encourage and help in the education of girls. It would be admirable if between them they could cover primary school teaching and the teaching of English and commercial subjects.

(7) There is room for training in trades and crafts to a skilled artisan level. A step has already been taken in the appointment of a supervising teacher in handwork. It now needs to be lifted onto a sound vocational basis. There is no local trained labour available, either for P.W.D. or for contractors. The Malayan Petroleum Company's Trade School is going to make considerable contribution in trades related to the Company's needs.

(8) The reputation of the people of Brunei as silversmiths, basket workers and weavers has gone forth far and wide and demands for work come from all over South East Asia. At the moment, the wife of the R.C. is doing the herculean and often thankless task of trying to get supply to meet demand, and the exact demand at that. I should think producer co-operatives might be tried. There is however, only one ex-patriate co-operative officer for Sarawak-Brunei who is already more than occupied.

(9) The Missionaries need bracing and encouraging into improving their English schools. This can only be done effectively when there is common action in British Borneo on training teachers.

CONCLUSION

Brunei, in common with the rest of South East Asia is emerging from a period of lethargy and disinterest in education into an appreciation of what it means to social, political and economic progress. The new Sultan, himself the first prince of the royal house to be educated outside Brunei (he went to the Malay College, Kuala Kangsar in Perak) fully understands this and is in sympathy with plans for expansion. He is taking immense pains to improve his own English and he is anxious for his young and charming wife to emerge from her Muslim seclusion and play a fuller part in the country's life. Brunei should be allowed to use her financial resources to sponsor education development on a wide front and in a variety of ways.

July '95.

Frederick H. Burlinson

23
1

C S 164-17182-10,000-9/48

From Whom

Place

Date

Departmental
Reference
Numbers

SUBJECT

STATE OF BRUNEI

ANNUAL REPORT ON EDUCATION FOR 1949

Index Reference

Connected
papers

No Minutes should be written on this Page


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STATE OF BRUNEI

ANNUAL REPORT ON EDUCATION FOR 1949

PREFACE

This is the first comprehensive Report on the Education Department ever published in Brunei. The Author is the newly appointed State Education Officer who assumed duty on 15th August, 1949. It has not been possible for him during the few months at his disposal to obtain a complete picture of the Educational system and become fully acquainted with its defects and deficiencies, its perfections and possibilities; but the report gives a survey of the ground-work of the system and indicates the course of future development. Apologies are offered for the extremely long Historical Review, which is meant primarily for local consumption. The details given are the result of much delving into the scanty archives left by the Japanese.


STATE EDUCATION OFFICER,
BRUNEI.

25

S T A T E O F B R U N E I
ANNUAL REPORT ON EDUCATION FOR 1949.

Part 1

HISTORICAL REVIEW

(a) Malay Vernacular Schools.

The first reference to schools in the Annual Reports For the State of Brunei is found in the section devoted to Education in the 1911 report. It reads "Preparations were made to start a school in the new year. It is most difficult to find anyone who can read or write amongst Brunei Malays so this has led to the employment of foreign Malays". The report for 1914 states "There is a small Malay Vernacular School in Brunei Town with about 30 boys attending. Hitherto it has been held in the Mosque, but in October was removed to the building formerly used as the Monopolies Office." As no reference is made to schools in the 1912 and 1913 reports, it may be assumed that the contemplated school did not materialize during those years. The date, therefore, of the beginning of Malay Education in Brunei is 1914.

Expansion in the first four or five years was slow. In 1918 there were four schools in existence, namely, Brunei Town, Muara, Tutong and Belait, but details of enrolments are not given. The first fruits of the introduction of Education, bearing in mind the excerpt from the 1911 report quoted above, are indicated in the 1917 report, which states - "Two pupils from the highest standard (presumably Standard III) were taken into Government service as apprentices. It is hoped in this way to secure a succession of Brunei-born boys who have had sufficient education and training to fit them for responsible appointments." Incidentally, the report for the subsequent year mentions that these apprentices were doing well.

In 1919, Brunei Education made contacts with Educational institutions in other parts. It mentions that arrangements

had been made to send selected students to an English school in near by Labuan, but apparently no Brunei students were sent to this school until 1929, the reason being, apparently, that no-one wished to go. The author of the report for 1929 in commenting on the occasion says, "It is satisfactory to see that the inhabitants of the State are at last waking up to the value of a simple Education for their boys".

In 1919, however, two Malay Teachers were sent to undergo a short course of instruction in the Malacca Training College, then under the Principalship of O.T. Dussek Esq., and the hope was expressed that in the near future some students could be sent for the full course. Actually students were not sent for the full course of three years until 1930, when 2 students went to the Sultan Idris Training College, Tanjong Malin.

The report for 1920 starts off with the observation that public opinion is not yet ¹ready in Brunei for universal or compulsory education. The ~~same~~ report, however, pays tribute to boys; products of the schools who had entered the Government Apprentice system, for their efficiency and keenness. It concludes by saying that this year for the first time it has been possible to fill all vacancies in the Government Service with pupils from the Brunei Schools.

The report for 1921 says "Very much greater interest was taken in the schools as evidenced by larger attendances". The Brunei Town Schools in fact increased its enrolment from 42 to 125. As in the report for the previous year, reference is again made to the lethargy amongst parents regarding the education of their children, and urges that if education is not made compulsory there will be no material increase in the numbers attending school.

The first report which gives enrolments of all schools is that of 1923. It states "There are now four schools in the State, one each in Brunei Town, Tutong, Muara and Belait".

The total number of pupils on the registers of all Malay Schools in 1923 was 175, as compared with 193 in the preceding year. The falling off was, however, actually greater than the figures show; because the 1922 figures apply to three schools only: Brunei, Muara and Tutong; the new school which opened during the year at Belait contributed an enrolment of 30 to the overall total. The author of this report adds, "The poor attendance at these schools can be attributed largely to the revival of the Rubber industry. Children are taken by their parents to assist in tapping and weeding their holdings. The country is not yet ready for any elaborate educational scheme since there are practically no openings for a well educated Brunei in his native land and he loath to leave it".

The first recorded expenditure in the series of reports above appears in the Annual Report for the year 1915. The amount voted was \$500.00, the actual amount spent was \$405.00. In the years reviewed above, i.e. 1915 to 1924 inclusive, the Annual Expenditure on Education for individual years was:- 1915 - \$405.00, 1916 - \$379.00, 1917 - \$548.00, 1918 - \$713.00, 1919 - \$850.00, 1920 - \$1,381.00, 1921 - \$1,673.00, 1922 - \$2,389.00, 1923 - \$2,466.00 and 1924 - \$2,456.00. No reference to Education, except in respect of expenditure, was made in the Annual Report on the State of Brunei for 1924.

From 1924 to 1928, inclusive, education seemed to have gained little ground. Schools already established closed down, notably at Muara and Belait, while others opened up at Temburong and Kilanas. The general apathy of parents is blamed for the non-expansion and poor enrolments during these years. The 1928 report states that only 12 percentum of boys of school age in Brunei Town attended school. The individual annual totals of pupils attending the Malay Schools over this period remained round about 190. In 1924 no figures were given; in 1925 there were 169 enrolled; in 1926, 180; in 1927, 183 and in 1928, 198 respectively.

In the report for 1929, an increase of two schools is recorded, one a new school at Labu, the other the re-opened school at Kuala Belait, whose history from its original opening in 1918 until this date had been very checkered. The enrolment in all schools jumped to 672. This sudden jump, however, does not indicate a 'renaissance' but was in response to an Enactment (No. 3 of 1929) which gave the British Resident power to declare from time to time the parts of the State where compulsory attendance could be enforced. The Brunei Town area was the first area selected and it is interesting to note how law-abiding the Brunei Town parents were, for the Brunei Town School enrolment jumped from 122 in 1928 to 455 in 1929. The total State enrolment was 672, as against 198 in the previous year. The amount spent on education during 1929 was \$7,310, which was more than the combined totals for the two preceding years.

The report for 1930 shows there were 9 schools in the State with a total enrolment of 688 boys. This represents an increase of 3 schools over the previous year but the total enrolment did not show the expected increase. Brunei Town School appears to be responsible for the smallness of the increase; a decrease of 90 boys in its enrolment nullified the gains in other parts of the State. The first Brunei Malay Girls' School was opened during 1930, presumably in Brunei Town though it is not specifically stated. The enrolment was 24. This year also saw the introduction of School gardens. An area of waste land - the present school garden - was taken over by the Brunei Town School. Most up-country schools followed suit and opened up gardens as well.

The amount spent on education in 1930 was \$7,289. 1931 shows an increase in the number of schools to 10 but reveals a substantial decrease in the numbers attending them. The recorded figure is 598, a decrease of 90. The Brunei Town School seems again to be largely responsible

for the decline, it shows a decrease of 102 on its previous years enrolment. The closing of the girls school was a contributory factor. It closed, it is tated, "Owing to the departure of the Head Mistress with her husband".

The amount spent on education during 1931 was \$9,630.00.

The 1932 Annual Report commences the section devoted to Education on a optimistic note. The Schools' enrolment jumped to 794; the number of schools increased to 13. The Brunei Town Malay Girls' School re-opened with an enrolment of 13. The Muara School re-appears in this report after a lapse of about 7 years. Brunei Town Boys' School increases its enrolment by 100. The author of the report comments, "The large increase during the year testifies to the fact that the value of education is being appreciated". It mentioned the intention however, to introduce compulsory attendance in the Kuala Belait in 1933. The intention was tempered by the observation that the Enactment is lightly enforced (in Brunei Town presumably) as it is considered better to encourage education by example than by penal measures.

A school to hold 400 was built in Brunei Town in 1932 on the site of the present main Brunei School. This School incidentally, was destroyed by bombs early in 1945.

The total expindeture on education during 1932 was \$9,118.00. This does not include the cost of the new Brunei School - \$6,175.00.

1933 maintained the marked upward trend in school enrolments begun in the previous year. The number of schools increased to 15. The total enrolment to 897. At the beginning of the year the two first trainees from the Sultan Idris Training College returned and were posted respectively to the two schools which had followed an unbroken career since their original opening; namely, Brunei Town and Tutong. As a direct result of their training both Scouting and Basketry were introduced

into the Brunei Malay Schools.

The report also gives the information that 5 boys were being trained at the Agricultural School at Serdang, Selangor, Malaya, at Government expense. The amount spent on Education during 1933 was \$11,040.00.

A slight decrease in the number of children attending Malay Schools is shown in the report for 1934. The number of schools, however, remained the same. The decrease of 17 in the enrolment is attributed to the retirement of the very energetic Superintendent of Education. The Brunei Girls' School again disappears from the list of schools. The amount spent on Education was \$12,452.00.

In 1935 the number attending schools again decreased and peculiarly enough also by 17. The number of school remained at 15. The author of the report is inclined to think that outside Brunei Town, owing to the scattered nature of the population and the lack of ready communications, organised education is very difficult to maintain. The amount spent on Education for the year was \$11,860.00.

There were 18 schools in 1936 with a total enrolment of 946. In the Kuala Belait Boys' School there were 10 girls. For the first time in the series of reports referred to above mention is made of the Staff of the Education Department. It consisted of a Superintendent of Malay Education, who was a trained teacher, three other trained teachers, all graduates of the Sultan Idris Training College, Tanjong Malim, and 30 untrained teachers and pupil teachers. Assuming that 33 of these teachers taught in the schools the average number of pupils per teacher would be about 29. The amount spent on Education during the year was \$14,444.00.

The report for 1937 shows a large increase both in the number of schools and in the number of children attending. The number of schools increased to 20 and the enrolment reached the record figure of 1175. There were 42 girls attending boys' schools.

The Staff of the Department had increased to 39, 5 of whom, including the Superintendent of Education, were trained Teachers (Graduates of the Sultan Idris Training College) and the other 34 locally trained and pupil teachers. All school children were medically inspected and instruction was given in hygiene by the Staff of the Medical Department. The Cost of Education rose to the unprecedented figure of \$17,149.58, which did not include the cost of sites or buildings erected throughout the year.

The report for 1938 shows an increase in the number of Schools by 1 and an increase in the enrolment to 1810 children, 189 of whom were girls. The steady expansion of the Department and its work begun in the previous year was well maintained. The report mentions an exhibition of work held during the year. Incidentally, the account affirms that very surprisingly, practically all the prizes went to schools outside Brunei Town.

In this year the State was visited by Mr. R.F.C. Markham, Assistant Inspector of Schools, Singapore and Labuan, who it is stated submitted a very valuable report covering all aspects of education in the State. The amount spent on Education throughout the year was \$20,790.00.

Steady progress was maintained during 1939. The number of schools increased to 22 and the number of children attending to 1908, 373 of whom were girls. The staff had grown to 7 Graduates from the Sultan Idris Training College and 40 locally trained and pupil teachers.

During the year Mr. M.R. Holgate, Inspector of Schools, Singapore and Labuan, visited Brunei. This visit was mostly in connection with English Schools. The real object of Mr. Holgate's visit was to see if a Government English School could be opened up in Brunei Town. Apparently there appeared to be no great demand for it and so no recommendation was made. The direct result of his visit was an increase by 2 in the number of boys sent to the Labuan English School. These boys were chosen from Standard III in the Malay Vernacular Schools, one, it is stated, was a Pagan Dusun from far up the Tutong River.

The amount spent on Education during 1939 was \$30,390.00 This did not include the cost of school sites or school buildings. ~~during the year~~

The 1940 report shows a slight decline on the previous years' figures. From 1,908 to 1,706. The number of schools reached 23, an increase of 1. The education section of the report states : "Under the School Attendance Enactment of 1939, attendance at school for "Malaysian" children between the ages of 7 and 14 years who live within 2 miles of a school is compulsory". The same report also states : "Regularity of attendance is not yet a virtue". The staff of the Department according to the report was a Malay Superintendent of Education, who was a Senior Teacher at the Sultan Idris Training College seconded to Brunei for 3 years, a Malay Assistant Superintendent of Education, 8 trained teachers (graduates of the Sultan Idris Training College) 48 untrained teachers and 4 women teachers. It is further stated that the Department was supervised by the Assistant Resident.

The amount spent on education in 1940 was \$36,059.00.

For the information given for the year 1941, the compiler of this Historical Review is indebted to Inche Ibrahim bin Md. Jafaar, late of the Brunei Administrative Service who was Secretary to the Resident, Brunei, in 1941.

In 1941 the number of schools increased by 1. There were 1,746 pupils attending the 24 schools, 312 of whom were girls.

During this year D.R. Swaine Esq., Senior Inspector of Schools, Singapore and Labuan, visited Brunei. He made several recommendations for both the improvement of the Educational System and the Schools. The writer deplores, that owing to the war these recommendations had to be dropped.

The Staff of the Department in 1941 showed an increase by 4 trained teachers bringing the total to 12, 3 untrained teachers bring the total to 51 and 1 female teacher bringing the total to 5. There was also a clerk appointed for office ~~was~~ work. The writer concludes by saying that owing to the interment of the Assistant Resident the Department is taken

over by the Malay Superintendent of Education.

The amount spent on education in 1941 was \$42,562.00. This did not include the cost of sites for schools or of school buildings erected during the year.

A considerable building programme was completed during 1941. Schools and quarters were built at various places. Schools were built at Kuala Belait, Bukit Sawat, Ukong and Tumpuan Telisai. Quarters at Kuala Belait, Bukit Sawat, Penanjong and Tumpuan Agas. The cost of these buildings is not given.

Few statistical details of Malay Schools are available for the period of the Japanese Occupation, the Japanese when they arrived ordered all schools to re-open and carry on. Their first interference with the Educational System was to force school teachers to learn to read and write Japanese, and soon after Japanese was introduced into the curriculum of the schools. It was taught, at first, once a day only. The Japanese up to about March 1943, save paying visits now and then to see how the teaching of Japanese was going on, did not exercise any supervision over the Department. But in that same month a Japanese Military Officer was placed at the head of the Department and the Educational system was gradually altered to fit the Japanese pattern. The Japanese language was given two periods a day and three periods a week were set aside for singing. The songs sung were all Japanese, extolling "Japan and her mighty Empire". Jawi reading and writing was abolished, but the teaching of History, Arithmetic, Hygiene, Romanised Malay and Gardening were permitted.

In addition to altering the subjects taught in the schools the officer running the Education Department changed the title of some of the Inspecting Officers to Japanese. The Superintendent of Education became "Shi Gakokan", the title of Inspector of Schools became "Shi Gako". The change of titles,

however, was but an empty form; no Malay Officer had any authority in the Administration of the Department nor in the running of the Schools. Everything came directly under the Japanese Education Officer (Kiu Iku Kacho) Malay Officers were instructed to visit the Schools only. The above Officer was superseded by another Japanese Officer round about July 1943, and he proceeded to extend the Brunei Education Department to include Limbang and Miri. Two Malay Officers were appointed to organise the activities of these two groups.

In November, 1943, Malay as the medium of instruction in the Schools began to disappear and the main subject became the Japanese Language; the idea being to thoroughly Nipponise the Schools throughout these territories. In Brunei Town they organised, towards the end of 1943, a Course in the Japanese Language for Assistant Teachers and Probationers. From the students who took the Course the three best were sent to continue their studies for three months in Kuching. Eventually one of them was sent to Japan and was actually in Japan when Japan surrendered.

Early in 1944 another similar Teachers' Course was held in Brunei Town. This Course was for Group Teachers and Head Masters and was attended by officers in those categories from Miri, Labuan and Limbang. The Compulsion to learn Japanese was not, however, confined to school Teachers; all Government Officers were supposed to learn it and even the people in the Kampongs. This was setting a very high standard for a population, the bulk of which was illiterate, and it is difficult to understand the Japanese embarking on such a colossal task. It may be suggested that this attempt to foist the Japanese Language on the Borneo Territories as the official language, indicated that even as late as the beginning of 1944 the Japanese considered their occupation as lasting and final. Their method of teaching the language may be illustrated by describing briefly what happened in Brunei Town. Apparently there were four classes which were attended by Malay School Teachers, Government Clerks and Officials, members of the Staffs of Japanese Companies and a number of Kampong people. The Classes were taught by two Japanese Officers and two Malay Teachers, who, incidentally, could read, write and speak Japanese. The Classes were held every afternoon between the hours of 3.00 p.m. and 4.30 p.m., and all who attended were excused from their normal afternoon duties to enable them to attend. To match this effort amongst adults the teaching of Japanese was also "stepped up" in the School. But now the enrolments declined from day to day; chiefly

because people started to move out into the jungle to plant and grow food stuffs. So great was the exodus that in December 1944 there were more teachers attending school than pupils. The Brunei Town School closed and was taken over by the Military.

Early in 1945 Brunei was raided by Allied planes. On account of the bombing many schools were closed down especially in town areas. The Japs, however, found other work for the teachers, some became propaganda officers, some organisers of padi planting. It was during this period that morale seems to have reached its nadir and the burden of life became hard to bear. A slight mistake might easily bring death. This phase of Japanese 'Colonisation' saw the closing of the few up-river schools which had remained open hitherto and marks the lowest ebb of what began as a swash-buckling, ill-conceived, over-confident lust for conquest, which had in it the germs of its own destruction. A lust which brought temporary hope perhaps to many but as quickly brought disillusionment, misery and suffering to millions of Asia's Peoples.

The Allied Forces landed in Brunei on 11th June 1945 and the Brunei Town School was opened on 17th July of that year. Within three months all the pre-war schools were re-opened and the course of Brunei Education was re-set on what we hope will prove a long and successful voyage. I am very much indebted to Che' Jamil bin Awang Umar, Assistant Master, Brunei Town Malay School, for the information given covering the occupation period. No details are available for ^{the} year 1945 beyond the fact that Malay schools began to re-open in the latter half of the year.

The first full post-war report is that for the year 1946. Even as late as July in that year the Malay Schools appeared to be working under great difficulties. The report states, "In July 1946 many Malay Schools were in

a sorry state of disrepair. This is attributable to four and a half years of gross neglect by the Japanese. Roofs had collapsed, walls were broken and floors had rotted away. In one school only half of the floor remained. In the latter months of the year this school and others in similarly unusable condition have been replaced by temporary structures. A five year plan for the replacement and building of Malay Vernacular Schools is envisaged." No new schools however were built in 1946. The report reveals that there were 22 schools in existence in 1946 with a total enrolment of 1,532 pupils, of which 1,283 were boys and 249 girls. For quick reference, the corresponding figures for 1941 are given here 24 schools, total enrolment 1,746 pupils, 1,434 boys, 312 girls. The 1946 report concludes, "Great difficulty has been experienced by all officers of the Department in their efforts to make Malay Parents understand their obligation to send their children to school regularly. A School Attendance Officer is to be appointed in 1947."

Mr. A. W. Frisby, Acting Director of Education, Malayan Union, visited Brunei during the year 1946. He made an extensive review of the Educational system and wrote a comprehensive report on all aspects of it. In this report he made recommendations for the expansion and integration of a system embracing Vernacular schools (both Malay and Chinese) English schools and vocational schools. It may be said, as a commentary in retrospect, that while his recommendations remain as the plan on which Brunei Education will be built there is a long uphill road to travel before the plan can be implemented, even in part. The time factor, i.e. the delayed start, in itself, apart from other difficulties such as the impossibility of procuring adequate and qualified staff, is a great handicap. The amount spent on Education in 1946 was \$20,280. All but \$176.00 of this total was spent on Malay Education.

The 1947 report shows that the number of Malay Schools increased to 24. Two new schools were opened, at Labi in Belait District and at Labu in the Temburong District. The total State enrolment was 1,892 pupils, 1,558 boys, 334 girls. This marks an increase of 257 boys and 85 girls over the 1946 enrolments. The Writer of the report comments, "The 1947 figures show that the proportion of Malaysian Children attending school is still low." He further comments, "The standard of school attendance, even among those enrolled, is low."

During 1947 the Staff position improved. The Administrative and Inspecting branches consisted of an Acting Superintendent of Malay Education an Acting Inspector of Malay Schools, an Instructor for Physical Training and Handicrafts and three Group Teachers. All were trained Teachers. In the schools there were 4 trained teachers and 61 untrained (including 5 women). There were 12 students undergoing training in the Sultan Idris Training College, Tanjong Malim.

The Department during the year under review, pending the appointment of a full time Education Officer, was under the direction of the Assistant Resident. Incidentally, the Education Office was in Kuala Belait.

The amount spent on Education during the year was \$56,488.00.

The 1948 report shows there were 25 Malay Schools, a new school having been opened during the year at Sungai Hanching in the Muara District. Increases in the total State enrolment and in Staff were recorded. At the end of 1948 there were 16 trained teachers as against 10 in 1947. The number of untrained teachers had increased to 63. It might be of interest to record here that the ratio of teachers to pupils was approximately 1 to 22. In addition to teachers of secular subjects there were 15 religious teachers. The enrolment figures for 1948 will be found in the comparative table of the 1948 and 1949 enrolment at Appendix I of the report. The 1948 report makes mention of the general improvement in the Malay Schools and their approximation to pre-war conditions. The Writer, however, again comments on the low proportion of Malaysian children in the schools and contends that less than half the total number attended. He also made reference to the failure of the efforts made during the past three years to obtain a professional State Education Officer and adds, "It is especially deplorable in view of the growing demand by Brunei people for more and

better education." The sum of \$143,072.60 was spent on education in 1949. Of this \$136,086.60 was spent on Malay Education.

The foregoing historical review, which has been compiled from Brunei Annual Reports over a period from 1911 to 1949, reveals that a persistent effort was made by Government throughout to establish Malay Schools. The effort did not produce consistent results because it had to overcome many difficulties, the chief of which was the apathy of the people of the State. To a certain extent this apathy may have been due to economic factors, in that parents needed their children to help them in their rice fields and rubber holdings. But however much such a factor held in the rural districts it did not exist to the same degree in the larger towns. One must bear in mind, however, in passing judgment, that in the early days of the schools, Brunei parents were mostly illiterate themselves and could not appreciate the value of education. The general persistence of the apathy of some parents until the present time is, however, most reprehensible. Signs are not wanting that a change of attitude is taking place; but the fact remains that not more than half of the "Malaysian" children in Brunei are attending school.

In conclusion, in respect of Malay Vernacular Schools, the compiler of this report feels that those who have been responsible for the administration of Brunei, both in the past and in the present, are deserving of great praise for the system of schools and teachers' quarters one sees dotted about the roadsides and river banks. In their number, distribution and type, Brunei is second to no other country in this region 'below the wind'.

(b) English Education.

The first reference to English Education appears in the Brunei Annual Report for 1919. It reads - "Brunei has agreed to contribute to the cost of an English School/in exchange for a number of vacancies annually. This will enable Brunei boys to qualify for posts in which a knowledge of /in Labuan

English is essential".

In the report for 1928 mention is made of **afternoon** classes for teaching elementary English which were attended by members of the Government Subordinate Staff and the Police. No mention is made of these classes in subsequent reports so apparently, they petered out.

The 1929 report mentions that two students were selected to fill the vacancies in the Labuan English school (see report for 1919) Whether the student were actually sent during the year under review or only selected is not clear. They were definitely attending the school, however, in 1930.

In 1930, the Government was approached by the British Malayan Petroleum Company about opening an English school at Kuala Belait for the Education of the sons of their Subordinate staff. The hope was expressed that the school could be opened in 1931.

The year 1931 saw the definite beginning of English Education in Brunei when a school was opened at Kuala Belait by a Mr. Synott, the Anglican Chaplain for the District. He was supported in his efforts both by Government and the British Malayan Petroleum Company. In this school at the end of the year were 21 pupils of both sexes.

In 1932 the enrolment of the English School grew to 46 pupils. No other comments are made. During this year, although not within the scope of this review which deals with Education in Brunei only, the younger brother of His Highness the Sultan and the two young sons of the Regent were sent to ^{the} Malay College Kuala Kangsar, "This is the first time" the report adds, "Brunei Prince^s have received an English Education".

The two students at the Labuan English school were still pursuing their studies.

In 1933 the number of students attending the Kuala Belait English school decreased to 35. It appears from this report that it was ~~strictly~~ laid down that this school should be

strictly non-sectarian and that religious teaching should be optional. It is not clear whether it was optional for the pupils or whether it could be taught if the school master desired to do so - I imagine the former would have been the case.

This year saw the opening of another English school in Belait by the Roman Catholic Mission. At the end of the year 37 pupils were attending, 29 boys and 8 girls. There is no mention of Government aid.

According to the 1934 report the two English schools were still functioning in Belait. The enrolments however showed a decrease on that of the previous year. They were respectively, Mr. Synott's School, 27 boys, 4 girls, a decrease of 4 pupils, The Roman Catholic School, 18 boys, 8 girls, a decrease of 11 pupils.

In 1935 both schools improved their enrolments. Mr. Synott's School had an enrolment of 41 boys, 9 girls, an increase of 19 pupils on the previous year. The Roman Catholic School 33 boys, 7 girls, an increase of 14 pupils. The students sent by Government to the Malay College Kuala Kangsar and the Labuan English School continued their studies throughout 1935.

It emerges from the 1936 report that Mr. Synott's School at Kuala Belait was actually under the auspices of the Society for the Propagation of the Gospel. It received, however, a capitation grant from both Government and the British Malayan Petroleum Company. The grants were paid on the understanding that the school should be non-sectarian and that religious instruction should be optional. The enrolment figures for 1936 show that there was an increase of 13 on the previous years enrolment. The enrolment of the Roman Catholic School seems to have decreased by 14. The decrease is probably accounted for by the removal of all girls from the school; they having been sent to Labuan. Apparently both these schools instituted school fees of \$2.00 per mensem during the year. No exemptions were allowed

and no scholarships were granted.

In 1937 both these schools improved their enrolments the S.P.G. School with 46 boys, 11 girls, a total of 57, the R.C. School with 28 boys, 3 girls, a total of 31. This year marked a great exodus of Brunei students to Labuan to attend the English School there. In all 27 boys were attending the school, 7 of these were Government aided students. "This seemed to show a desire for English Education by Brunei Town students who must have considered Labuan more accessible than Kuala Belait as indeed it must have been in those days". (Compiler's observation)

The year 1938 saw the opening of the first English School in Brunei Town, opened by the Roman Catholic Mission, bringing the total number of English Schools in the State to 3. The S.P.G. School in Belait again improved its enrolment. The figures given are, boys 60, girls 11, a total of 71, an increase of 25 on the year. Separate figures for the R.C. School are not given. The combined enrolments were, 82 boys, 23 girls, a total of 105. No mention is made in this report to scholars in overseas English Schools.

The 1939 report shows that another English School had been opened during the year in Brunei Town. The names of these schools were tabulated in the report and are given here for future reference:-

1. Kuala Belait English School (S.P.G.)	Total: 74
2. Kuala Belait Catholic School	33
3. Brunei Town Catholic School	53
4. Brunei English School	28

Grand Total :	198
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The respective enrolments are as given, no separate figures were given to denote the sexes. During this year M.R. Holgate Esq., Senior Inspector of Schools, Singapore, visited the State in connection with a suggestion that a Government English school should be established in Brunei Town. He visited all the English Schools except the Brunei English

School. He considered that the Kuala Belait English School, subject to its limitations was a credit to its Headmaster. The school was supervised by the Anglican Missionary living in Miri.

In 1940 the English Schools were still 4 in number. The report states that there were 44 Brunei students in the Labuan English School; 9 of these were Government aided students. Figures for all the Brunei English Schools were not recorded in this report and cannot therefore be given. The Supervisor of the Brunei Town English School seems to have been warned that his school would not be allowed to operate in 1941 if it failed to comply with the provisions of the general regulations for Schools, 1939. The school actually closed down at the end of the year.

The year 1941 saw the closure of all English Schools, also the School at Labuan. Full figures for this year are not procurable and so no comparison can be made.

The first post-war Brunei Annual Report to mention Education was the report for the year 1946. It states that the Labuan English School, which was destroyed during the Allies bombardment in 1945, had not yet been built. It reports that three English schools existed in the State, namely:-

The Kuala Belait English School.

The Seria Catholic English School.

The Brunei Town English School.

Particulars of enrolments were given for the two former schools only. There were 60 pupils in the Kuala Belait school and about 100 in Seria. According to the report the Kuala Belait school was holding its session in a rented building because its own building had been destroyed by bombs and had not been re-built.

The 1947 report also refers to the Labuan English School, and states, that the school, which had opened during the year was unable to accept Brunei students, presumably the school had only been partially rebuilt and lack of accommodation and shortages of staff and equipment dictated the policy.

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In commenting on Brunei Education generally, the author of the report observes, that the standard in the Brunei English Schools is very low, largely on account of the lack of qualified teachers. This report reveals that the Kuala Belait English School, which was originally the S.P.G. School, was managed by a Committee. It also reveals that the committee decided during the year under review, on account of the difficulty of getting staff, to accept the offer of the Roman Catholic Mission to take the school over. It therefore passed into the hands of the Mission, a circumstance which placed all English Schools in the State under sectarian control. No figures of enrolments were given in the 1947 report.

The 1948 report shows no increase or decrease in the number of English Schools. They were all in receipt of small grants-in-aid from Government. Mention is made in this report of the Senior Staff Kindergarten and Primary School, opened by the B.M.P. Company Ltd., for the children of its European employees.

The enrolments of the three Catholic Schools were as given below :-

	<u>Male</u>	<u>Female</u>	<u>Total.</u>
Kuala Belait English School.	80	56	136
Seria Catholic School.	130	76	206
Brunei Town Catholic School.	96	33	129
TOTAL :-	306	165	471

The incidence of the war dealt a very heavy blow to English education in Brunei. Recovery since has been slow and laboured. There were acute shortages in the immediate post-war period, of buildings, equipment, textbooks and staff, not only was staff difficult to procure but those who came forward were unqualified and mostly of low academic attainment. The remoteness of Brunei and the fact that English education relied on private enterprise were also adverse factors against quick re-establishment. The loss of the Labuan Government English School, which had in 1941 reached Secondary status, was a great blow to Brunei students. There were 44 Brunei boys

in this school in 1941, all well set on their academic careers. A combined effort on the part of the two Northern Territories for the immediate re-habilitation of this school would have made a great difference to the attainment in the English language among the young men who were deprived by the war of education opportunities. The lack of this immediate re-habilitation produced the unfortunate result, that a start had to be made again from the beginning; instead of from a point well on the way. It is hoped, however, to lessen the effect of the circumstance that the education of these prewar students was broken off, by instituting evening classes for the teaching of English - beginning at about standard five level - in 1950. There will be difficulties in respect of obtaining competent instructors, especially at the Eastern, Brunei Town, end of the State, but the attempt will be made.

In conclusion, it may be said, I think, that the course of English Education in Brunei has had a very chequered career. In looking ahead the prospects are not very bright. The lack of teachers overshadows all. Anything in the nature of a prophesy would be dangerous to make. There exists, perhaps, a pious hope.

(c) Chinese Education.

The first mention of Chinese education in Brunei is found in the Annual Report of the State for the year 1916; which mentions a private Chinese School in Brunei Town run for the benefit of the Children of the Chinese Shopkeepers. The next mention is made in the 1926 report, which states that in Brunei Town there is a private Chinese School in receipt of a Government grant. It had an enrolment of 38. The report

adds "This school was previously conducted in a shop-house in the town". It may be assumed therefore that the school had been in existence since 1916. There is no evidence, however, to definitely support that assumption. The 1926 report also mentions the opening of a private Chinese School in Labi in the District of Belait. No further details are given concerning this school.

The Brunei Chinese School is again mentioned in the 1927 report. It had an enrolment of 30. The School at Labi closed during the year and apparently did not re-open until 1947.

The 1928, 1929 and 1930 reports mention the Brunei Chinese Schools and the enrolments for these years, were 30, 41 and 38 respectively. No other details were given.

The 1931 report shows that a Chinese School was opened in Belait in that year. Both the Brunei and the Belait Schools were in receipt of small grants-in-aid from Government. The enrolments were, Brunei 38, Belait 45. Both boys and girls were admitted to these schools.

In 1932 the enrolments in these schools were, Brunei, 44 boys, 18 girls, Belait, 42 boys, 11 girls; total 115 pupils, a large increase on the previous year.

The report for 1933 gives the respective figures as, Brunei, 50 boys, 22 girls; Belait, 46 boys, 10 girls, a total of 128 pupils.

In 1934 the respective figures were, Brunei 55 boys, 12 girls; Belait 45 boys, 6 girls. Again a total of 128 pupils. The report adds that both these schools were in receipt of grants-in-aid and were inspected periodically. In this year the payment of school fees was introduced into Chinese Schools. In Brunei, each child paid \$1.00 per mensem, fees were remitted in the case of a child's father being dead. In the Belait school some pupils paid \$1.50, others \$1.00 and some 50 cents only. Children whose parents were very poor were exempted from payment. No scholarships were granted in either school.

After the seeming lull during the previous two years a substantial increase is shown in the report for 1935. The figures given are, Brunei, 60 boys, 32 girls; Belait, 61 boys, 22 girls, a total of 185 pupils. The large increase seems rather strange seeing that school fees were introduced during 1934.

In 1936 no great increase is recorded, the over-all increase was a pupils, making a total of 194. In this year Elementary English was introduced into the curriculum of the senior classes.

The 1937 report shows 2 private Chinese Schools in Kuala Belait, both of which received grants-in-aid. The total enrollment of the three schools was 158 boys and 102 girls, a total of 260 children.

In 1938 a private Chinese School was opened at Seria, bringing the number of Chinese Schools up to four. This school was also included in the grants-in-aid system. This report observed that, "So far as can be judged, the standard of Chinese Vernacular Education is satisfactory, but the standard of English, however, which is taught in some of the senior classes is poor". The total enrollment of the four schools was : 201 boys and 144 girls, a total of 345 pupils.

In 1939 another private school was opened at Tutong. It is not quite clear however if this received any financial help from Government. The total enrolments in these five schools was 261 boys and 180 girls = 441 pupils. The names of these schools with their enrolments are given below.

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1. Chinese School, Brunei	60	35	115
2. Chung Hwa School, Tutong	18	17	35
3. Chung Hwa School, K. Belait	78	45	123
4. Pui Cheng School, Seria	52	61	113
5. Chung Cheng School, Seria	33	22	55
	<hr/> 261	<hr/> 180	<hr/> 441

In the course of 1939 Mr. E.C.S. Adkins, Assistant Director of Education (Chinese) Straits Settlements, visited these schools. The report adds that he was agreeably surprised by the high standard they had attained. He considered it was due to the highly qualified teachers who became available in Brunei having left China because of the war.

The 1940 report indicates that the five Chinese Schools mentioned in 1939 were still functioning. All, except the School at Tutong, were receiving Grants-in-aid. Individual enrolments were not given. The totals for all five schools was : 472, made up of 309 boys and 163 girls. As mentioned in the Malay School section of this Historical view, I am indebted to Inche Ibrahim bin Mohammed Jahfar, formerly of the Brunei Administrative Service and late Secretary to Resident, for the details given in this following section for the year 1941. His report shows that all five Chinese Schools were open throughout the year but closed down in December and did not reopen until July, 1945.

The 1946 report, which reviewed the first complete school year for these schools, shows that they had all reopened. Unfortunately no statistical report was given for all schools; but Kuala Belait Chinese school had an enrolment of over 400 pupils. The two prewar Kuala Belait Chinese Schools amalgamated in 1946 there were therefore only 4 Chinese schools in existence.

In 1947 the Labi Chinese School re-appears in the list of Schools. This brings the number of Chinese Schools back to the usual 5. The enrolment given was 947 pupils, 567 boys, 380 girls.

The 1948 shows a small increase of 7 in the total enrolment of the Chinese Schools. The report states that all except the Brunei Town Chinese School were receiving Grants-in-Aid. The detailed figures of the 1948 enrolments are given in the text of Part II of this Report, Section 1, para (B) showing the comparison with the figures for 1949.

GENERAL SUMMARY OF EDUCATIONAL SYSTEM(1) Central Organisation and Inspection.

The organisation of the Brunei Education system falls into three divisions. It is not, as yet, an integrated system; a development which must await the provision of good English and Vocational Schools into which the best students of the existing Primary Vernacular Schools can be absorbed. Such a development would provide an integrated system leading from the Vernacular Schools (Malay, Chinese etc) to Primary and Secondary English Schools and Vocational Schools.

The Three divisions referred to are :-

- (a) The GOVERNMENT MALAY VERNACULAR SCHOOLS, which are wholly supported by Government funds
- (b) The ENGLISH SCHOOLS, run by the Roman Catholic Mission which are aided by Government
- (c) The CHINESE VERNACULAR SCHOOLS, which are, except in one case, aided by Government.
- (a) THE MALAY VERNACULAR SCHOOLS.

The type of education given in the Malay Vernacular Schools is Primary. A few schools go up to Standard V, the majority only to Standard IV. Education for Malay Boys is compulsory between the ages of 7 and 14 years, if they live within two miles of a school. The usual age of admission is six. Education for Girls is not compulsory, but all schools take in girls where parents wish to send them. All Malay Vernacular Schools are therefore mixed schools.

The Brunei Malay Schools are divided into three Groups. These do not correspond to the Administrative Districts of Brunei, of which there are five, but are constituted in accordance with easiness of access from central points for purposes of inspection. (the Groups may be studied on the map at the end of

this report)

Group 1. The Administrative Districts of Brunei, Muara and Temburong - 13 schools.

Group 2. The Administrative District of Belait including part of the Tutong District, west of the Tutong River - 6 schools.

Group 3. The remainder of the Tutong District, east of the Tutong River - 8 schools.

At the close of the year there were 27 Malay Schools as against 25 in 1948. The enrolment for 1949 is 2,267 compared with 2,029 in 1948, an increase of 238. The number of boys and girls in these totals are: 1949 - 1,842 boys, 425 girls; 1948 - 1,653 boys, 376 girls, an increase of 189 boys and 49 girls respectively. Appendix I gives a complete list of Malay Vernacular Schools with their individual enrolments.

A comparison of the teaching staffs for 1949 and the previous year is as follows:-

(i) Trained Teachers, 1949 - 25 men; 1948 - 16 men.

There are no trained Women Teachers.

(ii) Untrained Teachers and Probationers, 1949 - 61 men, 6 women; 1948 - 63 men, 5 women.

As seen, the chief gain was in the category of Trained Teachers, viz, 9. There was a decrease of 1 in the category Untrained Teachers and Probationers, making an overall gain of 8.

The Malay Schools come directly under the control of the State Education Officer who is assisted in matters relating to Administration and Internal Economy by an Acting Superintendent of Malay Education. This officer is not an inspecting officer in the accepted sense of the term.

In the management of the schools and in all matters appertaining to their efficient functioning, viz. visiting, inspecting, advising, examining and disciplining, the State Education

Officer is assisted by an Ag. Inspector of Malay Schools and three Group Teachers. All are Trained Teachers. Besides this inspecting body there is a Visiting Teacher who is responsible for the organisation of Handicrafts and Physical Training. With the exception of the Group Teachers who move about in their own particular group^s only; ~~all~~ the other inspecting officers cover the whole State. This set up, in view of the small number of Malay Schools may seem top-heavy; but, in view of future expansion, the scattered nature of the schools; the need for close and frequent supervision in this rehabilitation period; and the possibility that a Senior Malay Officer will proceed to Malaya to undergo a course of instruction in 1950, no reduction is possible.

In relation to the inspection of Brunei Malay Schools it may be of interest to record that about half of them are accessible only by out-board motor-boat, with in many instances, a walk over jungle paths or a transfer into a small native boat (perahu) to reach the school. Two or three schools entail the using of all three, ^{mean} with a long motor-car (Jeep) journey as a preliminary. Our most remote school requires the use of all four, ~~mean~~. The first stage in the journey to this school at Labi in the Belait District, entails a run by jeep of seventy miles. During this stage a Heath Robinson ferry has to be negotiated and a run over forty miles of sandy beach. Neglect to study the Tidal Chart beforehand may result in the vehicle being caught by the tide necessitating its temporary abandonment and a return next day to dig it out. On fine days this part of the journey is not without charm, is in fact, most interesting and pleasant.

On arriving at the end of this stage one has to change over to an out-board motor-boat. This second stage takes from three to four hours, depending upon the set of the tide and the horse power of the out-board engine. At a place about 24 miles upstream owing to the shallowing of the river it is necessary to transfer to a small flattish bottomed canoe.

Transferring to these delicately balanced crafts is a very hazardous business, especially if one is rather overweight. One has to step exactly into the centre of the boat and then very carefully squat down. To perform this act safely it is necessary to grasp the gunwales on each side and relax slowly. The fact that the tips of the fingers on both sides dip into the water shows how narrow the margin of safety is. The journey over this stage takes about two hours. Two paddlers, one at each end, propel the craft. A tropical shower while in this type of canoe can be very trying. For not only does one become soaked to the skin in a minute or so but soon find oneself sitting in the "bilge" water. One's mind however is soon off that predicament, it is a matter of bale or sink. Crocodiles, it may be said, are fairly common in these river reaches. The last and final stage of the journey is a walk of about 3 miles over a rough jungle road, which is rather a relief after the cramped conditions in the canoe. One arrives at the village of Labi in due course where there is a Malay School and a Chinese School. A stay of two or three nights is usually made on these visits. In conclusion, it may be added, that in spite of the hazards and discomforts such excursion are amongst the high-lights of the Education Officer's existence.

The Inspecting staff are very partial to remote and up river schools and their requirements are watched very closely. Care is taken to provide them with amenities like indoor games which town schools do not require. The schools in such places hold a very definite place in village life and the teachers are persons of some importance. There seems to be a keenness and enthusiasm in the riparian and up country villages for schools. Two such schools were opened during the year. One at Biang, about 40 miles from Brunei Town, up the Temburong River, and one at Baru-Baru an Island in Brunei Bay.

A list of all Malay Schools will be found in "Appendix I"

Inspection of Malay Schools.

With the exception of the very remote schools, some of which are difficult to reach during the rainy months, October to January inclusive, all schools received one or two visits per month from Senior Inspecting Officers. These inspections were over and above the inspections and visits of the Group Teachers, who spend sometimes as much as two days in one particular School.

Class Examinations were held in June for promotions. Brunei, Malay Schools, it should be remembered, follow the Islamic Year. i.e, the Schools take in new pupils on re-opening after the Fasting month of Ramadan and continue until the closing just before that Festival in the succeeding year. It has been decided, however, to change the School year in 1950 to make it co-incide with the Government Financial year. Not only is it desirable to do this from that point of view; but also because Educational Institutions, such as Malayan English Schools, to which incidentally, several Brunei Malay School boys have been sent this year as Government Scholarship students; and Vocational Schools, base their year on the Gregorian Calendar. It is very necessary, therefore, for Brunei to fall into line.

Soon after the arrival of the newly appointed State Education Officer in August, fortnightly Teachers' Conferences were inaugurated. These were attended by all the inspecting officers and presided over by the State Education Officer in person. Matters for discussion were collected and circulated beforehand and were then fully and frankly discussed at the meetings. The Conferences, up-to-date, have proved most useful. The pooling of ideas, the discussions, and the decisions arrived at are not only helpful in themselves but of great value in shaping and unifying the policy to be followed in the Schools.

The Inspecting and Administrative Staffs, the Teachers and the pupils of the Malay Schools, are looking forward to

a successful year in 1950.

The schools will re-open on 2nd January, when the enrolment of new pupils will take place. This inaugurate the change over in the Malay School Year.

A table showing comparative figures of Average Enrolments, Average Attendances, and Percentage of Attendances for Malay Schools for the years 1948 - 1949 is found in Appendix IV.

(b) English Schools.

There are no Government English Schools in Brunei. All English Schools, with the exception of an English Preparatory School for European children in Seria, which is run and entirely provided for by the British Malayan Petroleum Company, belong to the Roman Catholic Mission. These schools are mixed schools and all are in receipt of Grants-in-Aid from Government. There are 3 schools in this group, namely:

1. The Catholic Anglo-Chinese School, Seria
2. The Roman Catholic School, Brunei.
3. The Kuala Belait English School, Belait.

The total enrolment for the three schools during the year under review is 605. In 1948 the combined enrolment was 493, the 1949 increase is therefore 112.

These schools were under the Directorship of the Reverend Father in charge of the Brunei Roman Catholic Mission, who himself teaches in the Seria School. He is assisted by the following staffs : Brunei Town, 4 teachers, 1 male , 3 females; Kuala Belait 4 teachers, 2 males, 2 females - one of the male teachers in this school is a Catholic Priest; Seria, 6 teachers, 2 males and 4 females. The Reverend Father is included in these figures.

These English Schools were not fully inspected during the year, because until August there was no professional State Education Officer. They were however all visited once by the newly appointed officer soon after his arrival, but, owing to many pressing matters co-incident with the taking over of the Department, these visits were of a cursory nature and not in the nature of inspections.

English Preparatory School in Seria.

This school admits European children only and the curriculum follows that of an English Preparatory School. There are Kindergarten and Primary sections. Children are admitted at about four years of age and are catered for up to the age of eleven. The staff is entirely European, made up of, two men teachers and one female.

The State Education Officer visited this school on 7th September and reference is made to it in the report on Primary Education in Part III of this report.

A table showing comparative figures of Average Enrolments, Average Attendances, and Percentage of Attendances for the Catholic English Schools for the year 1948 - 1949 is found in Appendix IV.

(C) Chinese Schools

There are five Chinese Schools in Brunei, viz.

1. Chinese School, Brunei Town.
2. Chinese School, Tutong.
3. Chinese School, Seria.
4. Chinese School, Kuala Belait.
5. Chinese School, Labi.

These schools are run by local Committees and are all Primary Schools. With the exception of the Chinese School at Labi, all are in receipt of grants-in-aid from Government. They are all mixed schools. The total enrolments of these schools is 1272 made up of 780 boys and 492 girls. The 1948 figures were 984, 604 and 380 respectively; the 1949 figures therefore show an overall increase of 288 pupils. Most of these schools teach English but the standard is not very good. It is rather surprising that in Chinese schools where oral works in their own tongue is such a marked feature there should be so little of it done in connection with English. The chief weakness in English is due to spiritless way in which it is taught, the neglect of oral practice and poor and insufficient text books. Many students in higher classes can read English but few understand what they read.

All Chinese Schools were thoroughly inspected during the year by a Chinese Inspecting Officer kindly lent by the Sarawak Government. This is the first time these schools have been thoroughly inspected, but as no previous similar inspection has been made, no measuring rod of their progress exists. It may be said, however, that the Chinese Schools are doing well though faced by such difficulties as inadequate accommodation, shortages of textbooks and insufficient staff. The latter difficulty is intensified by the fact that staff is not only difficult to obtain but also to retain.

A table showing figures of the average enrolment, average attendance and percentage of attendance in Chinese Schools for the year 1949 is found in Appendix **IM**.

This section of Part II of the Annual Report may be summarised as follows:-

- (a) Malay Vernacular Schools - Government Schools maintained, administered and controlled by Government through the Education Department.
- (b) English Schools - non-Government Schools, maintained and run by Public Corporations and Religious Bodies.
- (c) Chinese Vernacular Schools - non-Government Schools maintained and run by local Chinese Committees.

The schools in (a) are the direct concern of the Head of the Education Department in his capacity of State Education Officer; those in (b) and (c) are run by the bodies sponsoring them and are supervised and controlled by the State Education Officer in his capacity of Registrar of Schools.

A complete list of the Administrative Staff of the Brunei Education Department will be found at Appendix II.

(2) Advisory Boards and Committees.

In respect of Education there are no officially constituted Advisory Boards and Committees in Brunei. Certain types of schools, however, are controlled by Committees representing the communities who sponsor and maintain schools, e.g., Chinese Vernacular Schools. A close liaison is maintained with these Committees both during initial negotiations when the building of a school is discussed and continuously thereafter when it has been opened. Committees are also formed amongst Malays in villages where no schools already exist to look into the possibility of opening one. This procedure is in line with the policy in respect of Malay Schools in Brunei where it is required that villagers should not only prove the need for a school but also show enterprise and enthusiasm as well. An application for Government assistance generally arises as a result of the Committees' deliberations. The Education Officer then investigates the circumstances. If sanction is forthcoming the Committee with the help of the villagers pay for the material and erect a temporary school building and teachers quarters. The Education Department provides the teacher and equips the school. It is worthy of note that within about three years (the usual life of a temporary building built from forest products) the Government replaces the school with a Government type building. Such Committees, made up of village headmen and elders always maintain their interest in these schools. All the Committees referred to above are, of course, local Committees.

As far as a State Advisory Board is concerned, the dimensions of the Education Department do not call for one at present. When sound Primary and Secondary English are established and an integrated system can be built up, ~~without~~ ^{less}, a State Board will be created. The establishing of such schools, however, must await the procuring of adequate and qualified English Teachers.

A similar committee to those mentioned in the early

part of this section, exists in connection with a Trade School recently opened by the British Malayan Petroleum Company Ltd., at the Seria oil producing centre. This school is registered as a school, but is run and financed by the Company as a training institution for apprentices. It is therefore, outside the orbit of the Brunei Educational system, but without doubt will eventually be linked up with it when the gap is bridged between Vernacular Education and the type of Vocational Education requiring a knowledge of English. The Company has promised to grant such facilities to outside students when the time arrives. A close liaison is maintained between the Company's officers responsible for this Trade School and the State Education officer.

(3) Development of Local Education Authorities.

Except as outlined under the previous head there are no Local Education Authorities in Brunei. The Educational system is controlled by Government through the Education Department. There are, however, local committees and bodies who run schools through Committees but members of such Committees have no official status in the Educational system. They are, however, responsible to the Education Department for the running of their particular groups of schools and for this purpose the Committees must be registered under the Registration of Schools Enactment. Government pays these schools small grants-in-aid. The Committees' members receive no pay for their services. There is therefore no regional control of Education in Brunei similar to County and Borough Local Education Authorities in England.

The Schools in Brunei which fall into the category of registered schools are Chinese Schools run by the Chinese Communities in the larger towns and a number of English Schools run by the Roman Catholic Mission.

(4) Co-operation with Voluntary Agencies.

The Voluntary Agencies interested in and actually running schools in Brunei, are, as indicated in the preceeding sections of this report:- the British Malayan Petroleum

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Company, the Roman Catholic Mission, and the Chinese Communities. The relationship between these several Agencies and the Department is most cordial and friendly. Such relationship is not maintained only by correspondence between the Department and the Agency; but also by close personal contact with their representatives and the visiting of their schools, by the State Education Officer.

(5) Compulsory Education.

Education is compulsory in Brunei for "Malaysian" children only. Such are compelled to attend a Malay Vernacular school if they are between the ages of seven and fourteen and if they reside within two miles of one. Compulsory education applies only to boys. In practice however, both boys and girls are admitted and when they have reached their sixth birthday. A certain amount of pressure is still required with some parents who seem apathetic in respect of sending their children to school. Signs are not wanting, however, that this apathy is gradually disappearing. As far as possible, where parents show such apathy, they are visited by an officer of the Department who points out the necessity for seeing their sons attend school. Sometimes it is necessary to invoke the aid of the Schools Enactment and prosecute the parents. The Department is, however, reluctant to adopt this method. The necessity to resort to it is most certainly growing less and less.

(6) Co-education.

All Brunei Schools, Malay, English and Chinese are Co-educational, but rather through expediency than as a matter of policy. As the Educational system expands, girls schools will doubtlessly be opened where the curriculum for girls diverges sharply from that for boys. It depends where this divergence is supposed to occur, more so perhaps in English Schools, whether during the stage of early academic education or when vocational education is required at a later age. In the English schools the principle of co-education seems to be accepted by Asian parents today. In fact it almost seems that

they are in favour of it. The acceptance may be due to the fact that Asian girls, unlike their Western sisters, learn to perform domestic tasks and household duties in their homes, and so do not require special instruction in the schools. In point of fact, Asian methods in the preparation of food and domestic economy generally, cannot easily be adapted into a school course, and are therefore, perhaps, best imparted in the practical atmosphere of the home. Beyond therefore the school subject of Hygiene as the handmaiden of certain aspects of Domestic Science and other subjects such as sewing, which can easily be arranged in mixed schools, — there is certainly no popular demand in Brunei for special girls' English schools. Again, many girls in English schools intend to take up professional careers as school teachers, typist⁶ and business women. All such prefer to follow the ordinary school course followed in co-educational institutions.

In the Malay Vernacular Schools the same circumstances do not obtain and there is a sharp divergence between the respective requirements of boys and girls after about standard II. Generally speaking, the aim of Malay education for those who seek an education in their own language only, is to give boys a bias in the direction of Agriculture (or fishing) and handicrafts; and girls a grounding in homecraft. These different requirements need attention at a very early stage, almost immediately, in fact, after the mechanics of reading have been mastered and a grasp of arithmetic has been acquired. This more pronounced divergence, without doubt, justifies the provision of girls' schools, and such provision will undoubtedly engage the attention of the Education Department, but it must await the training of suitable women teachers (three are under training at the moment in Malaya). Such schools, of course, could only be opened up in the larger centres where the number of girls warrant their erection. Country schools, where numbers are small, are likely to always remain mixed schools.

(7) School Fees, Remission of Fees, Scholarships.

With the exception of the Malay Vernacular Schools and the school run by the British Malayan Petroleum Company all other schools charge fees. These range according to grade between \$1.00 and \$3.50 per month in the English Schools and \$1.00 and \$2.50 per month in the Chinese Schools. Remission of fees is granted in necessitous cases. No Scholarships are awarded in these schools. Three scholarships to English Schools in Malaya have been awarded this year. They were awarded to boys, all under eleven years of age, from the Malay Vernacular Schools. All entered Special Malay Classes in Malayan English Schools. One student entered the Malay English College, Kuala Kangsar, the other two, the Telok Kurau English School, Singapore. These places were most kindly granted to Brunei by the Governments of the Federation of Malaya and Singapore. In addition to the above, 7 other students from the Malay schools were sent to the Batu Lintang Training Centre, Kuching, Sarawak, to undergo an Academic Course which has as its objective the Cambridge School Certificate Examination. There are now 14 Brunei students taking this course; 7 of them are in their second year.

In the field of Vocational Education, the Singapore Government also made 6 vacancies available to Brunei students in the Singapore Junior Trade (Technical) School. These were for two categories of students - (a) those who had passed V in an English school and (b) those who had passed standard VII. Unfortunately, owing to a lack of suitable candidates, the vacancies could not be taken up. They were therefore made available to the British Malayan Petroleum Company who were anxious to send a batch of students from their own Trade School. Four students were eventually selected and they proceeded to Singapore in December. The Company is bearing all the costs of their training.

It is considered that all these links with Malayan Educational institutions, at least for some years to come, must become an accepted practice in Brunei and the Government has made generous provision for such Scholarships.

(8) Questions of Language.

Questions of Language do not create any abnormal difficulties in Brunei, save perhaps in the comparatively well populated semi-industrialised centres of Seria and Kuala Belait. Groups ~~and~~ speaking most of the languages spoken in Brunei may be found in this area, and possibly, in the case of some of them, the largest concentrations of individuals using a particular one. The main languages in use in Brunei are Malay, English, Chinese, Kedayan, Dusun and Tutong. Schools cater for the first three but there are no special schools for the others. The chief reason being that people speaking them live in widely scattered groups. Children using these languages are regarded as "Malaysian" and are therefore entitled to attend Malay Vernacular Schools. One or two of our up-river schools have considerable members of "Malaysian" children. At Ukong, about twenty miles up the Tutong River, all the children, with the exception of three Chinese, are Dusuns. In the Seria - Kuala Belait area children from the language groups indicated above attend the English Schools.

(9) Supply of Literature.

In the Malay Schools the flow of literature is ever increasing and promises to be adequate for Brunei needs in 1950.

The Chinese Schools have ^a fair supply of Vernacular books, but are very short of books for their English Classes.

The English Schools also suffer from a shortage of English books, especially those which present a complete Course in the English Language of the type of the "Oxford English Course for Malaya"

Newspapers and periodicals were issued to Malay and Chinese Schools; notably the Colonial office Publication "Today" This is a most valuable pictorial book reproduced in several languages. Malay Schools receive one or two Malay Vernacular newspapers ^{from} Malaya and Singapore. It is hoped in 1950 to increase the number of periodicals, especially those

emanating from neighbouring countries.

School libraries for Malay Schools are gradually being built up at various centres in the State and with the increasing flow of Malay books it is hoped eventually to create a library in each school. As yet, however, outside books published by the Department of Education, Federation of Malaya, few other suitable books are available. There are, however, a lot of 'trashy' books - highly coloured and vividly descriptive romances - published by private firms. It will soon, perhaps, be necessary to exercise a censorship of the books found in the hands of young and impressionable school children.

The Brunei Education Department acknowledges its great indebtedness to the Director of Education, and the Assistant Director of Education (Malay) Federation of Malaya, for their good offices in procuring the goodly supply of Malay textbooks Brunei has received. Except for the sale of the 'trashy' literature mentioned above there are no books, having Educational and instructional value, on sale in Brunei. There is a fair library of English Books, controlled by the Resident's Office, which is open to all. But the books are mostly for adult and sophisticated readers. They are somewhat above the reading powers of the students in our English schools.

(10) School Curricula

(a) Malay Schools.

The Malay Schools teach the usual subjects, including :- Reading, Writing (in both the Arabic and Romanised Scripts) Arithmetic (including mental arithmetic) Composition, Geography, History, Hygiene, General Knowledge, Drawing, Nature Study, Singing, Physical Training, Gardening and Handicrafts. Great emphasis is place on the three latter. Physical Training includes organised Games.

Gardening is carried on with some difficulty because in very few places is the soil very fertile. Fertilisers are available and are used and it is hoped thereby to improve the

Physical Training in the Malay School alternates with Gardening as an early morning activity. Besides the usual corrective and free exercise and games, children are trained in field events, such as running, hurdling, jumping etc. When Drill and Games Competitions are about to be held there is always great activity in the evenings on the school playgrounds. School Sports' Days are usually held on Parents' Days, when the whole country-side flocks to the school. In the country villages, these sports' days are the high-lights of the village life. Physical Training is supervised throughout the State by the Visiting Teacher for Handicrafts. In the Malay Schools where Physical Training is well organised it is a pleasing sight in the early mornings to see groups not only getting great benefit from the activity but also enjoying it very much.

(b) English Schools.

The English Schools devote themselves to the teaching of the English Language. In the lower Classes besides lessons in Elementary English, including Word Drill the approach to "number" is taught. In the higher classes the curriculum includes, Reading, Composition, Formal Grammar; Arithmetic, Algebra, Drawing; no Gardening on any regular basis is ~~not~~ done.

(c) Chinese Schools.

The Chinese Schools teach the usual subjects. Reading, Writing, Arithmetic, Drawing, Ethics, Physical Training, etc. English is taught in most Chinese Schools and is introduced early in the child's school career. Very little, if any, Gardening is done. In the teaching of English the Chinese Schools are handicapped by the lack of teachers who are qualified and able to teach it. They also lack a graded text-books capable of taking the subject right up through the school.

Vocational training is given by the Medical and Police Departments only

The Medical Department has a definite course of studies laid down both for Probationer Nurses and Dressers. Trainees have to pass in their respective courses before they can enter the specific grade for which they study.

The Police Department runs a school to improve the literacy of its trainees and also to teach them the points of law essential for proper discharge of their duties.

In other Departments, such as the Public Works, Agricultural and Survey Departments, mostly due to shortages of staff, no specific courses are provided other than the casual practical training incidental to the type of work probationers are engaged in. There is, in Brunei, however, a lack of trainees possessing suitable academic attainments, especially in those vocations requiring a knowledge of the English Language. Very few, if any English School children at present in the schools have reached the seventh standard, which may be regarded as the minimum qualification. The same lack applies to vocations even though a knowledge of Malay only is required. There are very few standard five boys available to other Departments after the needs for Vernacular probationer teachers have been met, which is considered to have first call on school leave. Such conditions are bound to improve in the course of a year or two, when no doubt most Departments will run their own vocational training classes. Such Vocational training will then, no doubt, be linked up with the normal Educational System.

Health Education and Medical Services.

Health education is given by precept, through the medium of its own subject - Hygiene, and also by example, through the medium of the giving of periodic medical treatment in the schools by travelling Dressers - mostly done in the mornings before the children go into schools. This is considered a most effective means of introducing Health Education into the homes of villagers

as well. Thus, besides creating a Health conscious generation, health education is diffused throughout the country side. Great emphasis is placed upon this aspect of education and all teachers are keen to bring about a greater "popularity" for medicine and medical treatment in their respective spheres of influence. Special lectures on Health education were given by the State Medical Officer at a recent Teachers Refresher Course for Malay Vernacular School Teachers and commanded great interest. Careful notes were taken and many questions were asked at the end of each lecture. The backbone of the whole scheme outlined above is the systematic State wide scheme whereby schools are visited regularly by Travelling dressers who move about in motor car dispensaries over the roads and outboard motor boats dispensaries on the rivers. The scheme reflects great credit on the Medical Department, not only for its comprehensive nature but because of the rapidity with which it got into action. It was only inaugurated at the beginning of the year and despite hold ups in the matter of obtaining suitable boats and outboard engines it was in full swing by July. The Brunei village schools are greatly indebted to Dr. J. Clapham, State Medical Officer, Brunei, for his untiring and successful efforts in bringing the benefits of medicine and medical treatment to their doors, not only to the schools but ^{to} the villagers ^{who} benefit also by this most opportune innovation.

The systematic medical examination of all school children has not yet been introduced in Brunei. This is due to the lack of medical staff. It is hoped however to introduce modified examinations in the coming year when two Sisters qualified in Infant and Child Welfare work are coming to Brunei. These sisters are being sent under the auspices of the United Nations' International Childrens' Emergency Fund and although their real duties will be to train local midwives in Infant welfare and anti-natal care, it is hoped that they will be available for periodic visits to the schools.

It is most likely that these sisters will be equipped with simple diagrams and illustrated pamphlets dealing with Hygiene which will be very useful for displaying in the schools. Finally, there is a strong probability that under the auspices of the same organisation that milk powder will be available for school children in 1950. Preliminary talks have already taken place between Mr. Simon Polak, Mission Chief, Thai Area Mission, U.N.I.C.E.F., and the British Resident, Brunei.

12. School Meals.

No school meals are provided for Brunei school children. In some schools, licensed vendors sell readily consumable foodstuffs, mostly made of rice with an added protein ingredient. Children have their meals before coming to school and as schools close round about midday the provision of meals by schools is not perhaps necessary. It is perhaps right to say, however, that the nutritional value of morning meals is not adequate to meet the physical strain of a four and a half hour school session. The contemplated issue of milk during the recess period would help to off set this strain, but to build up the children it might be worth while to experiment with some nutritious biscuit, which could be handed out at the same time as the milk is issued. The ingredients should be essential vitamins and other items which the normal home meals lack. The Medical Department will be consulted in this important matter.

14. Youth Activities - Scouts and Guides.

There is a Boy Scout Movement in Brunei, but no Girl Guides. There are no other types of youth movements.

The Scout movement has not been very active during 1949, it lacks a keen and interested person able to devote the time to it and who is capable of directing the training. It is hoped to re-vitalise the movement in 1950. At the moment there are five Troops scattered up and down the Country and all are troops belonging to Malay Schools. The present strength is :-

Scout Masters and Assistant Scout Masters 9; Scouts 102.

There is a great lack of equipment, but it is hoped to supply this lack early in the coming year. The Government gives an Annual Grant of \$500.00 to the Scout Movement.

15. Teachers - Conditions of Service, Qualifications, Employment of Unqualified Teachers.

(a) Malay School Teachers.

As all Malay Vernacular Schools are Government Schools, all Malay Teachers are employed by Government. They are engaged and move up through various grades as time goes on, and are paid according to a definite Salary Scheme. They qualify for pensions in due course. The grades fall into four groups (a) Trained Teachers. These are graduates of either the Sultan Idris Training College, Tanjong Malin, Federation of Malaya (for men) or the Malay Womens Training College, Malacca, Federation of Malaya. These are the two recognised institutions producing Trained Malay School Teachers. (b) Trained Teachers under other schemes. There are none in this category at the moment, but probably trainees now undergoing training in the Batu Lintang Training Centre, Kuching, Sarawak, will come into this group. They are on a different Salary Scheme to the Graduates trained in the two first named institutions. (c) Untrained Teachers. These have not undergone any specific training, but have completed three years satisfactory service in the schools and (d) Pupil or Probationer Teachers. These are students who have passed standard five in the Malay Schools and are serving a three years' probationship. During their probationship they become eligible by attainment to sit the entrance examination to one of the recognised Colleges or alternatively become eligible for training at the Batu Lintang Training Centre already mentioned. It is hoped that all probationers will be able to receive training in the one or ~~in~~ the other institutions mentioned. It is the intention of the Department if at all possible to give all its teachers a chance to be trained. Superimposed on these four grades is a Special Grade for which senior teachers are eligible upon reaching the maximum

of the Trained Teachers Grade. The number of vacancies in this Special Grade is based upon the calculation of five per centum of the number of Trained Teachers on the Establishment. In general, the minimum qualification for those wishing to become teachers is a pass in the highest standard in a Malay School. In a broad sense, therefore, there are no unqualified teachers in the Malay Schools. All have the requisite educational qualification and though some older teachers have had no specific training they are experienced in that they work alongside trained teachers, who endeavour to impart to them the rudiments of the Teachers' craft. In the case of Probationers, they are, of course, at various stages of experience; but the vast majority will receive proper training in due course. It may be said therefore, that in Malay Schools the prospect in respect of teachers is very bright and gives no cause for concern. Unless, of course, the demand for Malay education becomes suddenly clamorous and insistent requiring a rapid expansion.

(b) English School Teachers.

In Brunei there are no Government English Schools. There are therefore no Government English School Teachers. English schools, open to the public, are all run by the Roman Catholic Mission and they all receive small Grants-in-Aid from Government. They lay teachers in these schools are engaged and paid by the Mission and are registered as teachers under the Registration of School's Enactment. No teacher in these schools is a trained teacher and their scholastic attainments vary between Standard V and VIII in an English School. The salaries paid are according to the standard of English education attained and are agreed upon at the time of engagement. It will therefore be seen that these teachers are unqualified and there are no facilities for training them. One or two of the older teachers have perhaps had a fair experience of teaching, but it cannot be said that these give any help to young and inexperienced teachers. The prospects of obtaining trained teachers for these schools are not very bright and the present substitute condition

in these schools will have to remain for some time to come. The Government has the intention of opening English Schools; but not until teachers of the right calibre and with proper training are available. It is intended, when qualified and trained teachers are available, to begin training our own teachers under the normal class system so successfully used in Malaya for many years. All Probationers will require to have the basic academic qualification, a pass in the School Certificate examination with credits in the English Language and two other subjects plus a pass in Oral English.

(c) Chinese School Teachers.

The Chinese Schools are private schools run by Committees chosen from the Chinese Communities. Most of the Chinese schools receive small grants-in-aid from Government. The recruitment of teachers is in the hands of the respective committees but a teacher must be registered under the Registration of Schools Enactment. They are paid a salary agreed upon when they are engaged and the salary paid bears some relation to the teacher's qualifications. The minimum academic qualification for teachers in these schools is Senior Middle or simplified Normal. It is necessary, however, owing to the difficulty of obtaining teachers, to accept Junior Middle or simplified Normal (3rd year). About fifty per centum of the Chinese teachers in Brunei have the minimum standard qualification or better. The Chinese Schools would therefore appear to be better off than the English Schools, but actually they are not because their staffs are continually changing, a circumstance which — makes it very difficult for those trying to run the schools. It may be stated in concluding this section, ^{that} the question of obtaining adequate and trained staffs for both the English and the Chinese schools has engaged the attention of all concerned in the running of them. The difficulty is not so much that the salaries paid are low when compared with salary schemes in Malaya - they are of course related to the local cost of living - but that very few people want to come to such a remote place as Brunei. The great

demand for teachers in the Federation and Singapore does not help the situation. It would appear therefore that Brunei must await the development of its own resources to provide candidates domiciled in Brunei, but even then training facilities will be required if it is desired to break out of the present vicious circle. It is hoped that there will be, as mentioned above, facilities for training candidates who are suitable for English schools; but the Chinese schools do not appear to have this ray of hope and must continue to recruit from outside sources for some years to come.

16. Adult Education. Organised Classes. Discussion Groups.

No adult Education has ever been attempted in Brunei; the reason being that illiteracy and ignorance is very widespread. It is hoped next year to visit remote villages and give cinematograph shows in the schools - parents and adults will attend - and by this means to pave the way for talks and lectures of educational value later on. In the towns it is hoped to make great use of a 16 m.m. Film Projector and a Flinstrip Projector which are on order and to introduce a series of talks and lectures on interesting and instructional subjects.

Organised classes are to be started in Brunei Town next year. These will be the first ever organised in Brunei. It is hoped to open quite a number in the Seria and Kuala Belait where there will be a good supply of instructors who have, at least, good academic qualifications.

The introduction of Discussion Groups must await the growth of a larger section of the public able to speak English which would have to be the medium of discussion. If discussion groups were introduced at the present stage they would have to be conducted separately for different language groups and thus would defeat their aim and purpose. In relation to the above activities, save in the semi-industrialised areas of Seria and Belait, the difficulties of organising and finding suitable persons to conduct them in any other part of the State are insurmountable at the moment. The immediate

need is for a campaign to stamp out illiteracy.

17. Mass Education (Community development) The Role of the Schools.

Nothing in the nature of Mass Education has yet been attempted in Brunei. There is, however, not only a great need for it, but also favourable circumstances which would tend to secure a large measure of success if an attempt were made to establish literacy, which must be the forerunner of Mass Education in Brunei. I refer, firstly, to the common language spoken by the vast majority of Brunei people; secondly, the advantageous distribution of Malay Schools in which to hold classes; thirdly, the sufficiency of teachers able and equipped to conduct the classes; and fourthly, the existence of a system for the teaching of reading which is simple and does not require any considerable or expensive apparatus. Experiments will be carried out by the State Education Officer, who is the author of the system, with a class of illiterate police recruits early in 1950 and if successful the scheme will be extended.

The immediate role of the Vernacular Schools in Brunei, which are all Primary, is to enable a child to acquire its first education through the medium of its mother tongue. The long term view of the role and purpose of the schools is to provide a background where racial prejudice breaks down through the natural process of the intermingling of the youth of the various races domiciled here. If this role is to be played successfully it infers the provision of English Schools on a generous scale, able to accommodate the output of the Vernacular Primary Schools. This follows the pattern of the Educational System in the Federation of Malaya and Singapore.

In the important aspect of the schools' role in fitting children to become worthy and useful citizens, all the schools are concerned to provide sound mental, physical and moral development. The Malay Vernacular Schools go even further than this in that they provide a closely knit education, having a strong vocational bias closely linked with the traditional occupations of their race as the indigenous population of Brunei. The role of the Brunei schools is

therefore to foster and mould a single community in place of the present sectional elements; to adapt the educational system to the State's economy; its development in the fields of commerce and industry and to prepare the rising generation to take its part in that development. Thus we shall build a solid foundation upon which can be superimposed Social and Cultural developments also.

18. Audio - Visual Aids.

There are no Audio - Visual Aids used in any of the Brunei Schools. It is hoped however to introduce them next year and a 16 m.m. Cine-projector and a filmstrip projector will be purchased. These will serve a double purpose, namely, for use in the schools and in Adult Education Classes, but there are many difficulties to be over-come before such aids can be used extensively, especially in up country schools. Audio - Visual aid equipment is rather delicate and it would not be proper to expose it to some of the modes of transportation in use in Brunei e.g. transportation in Jeeps over rough roads, in small open canoes up shallow rivers, and being man handled over rough jungle roads oftentimes in heavy tropical rainstorms. Again, as there is no electric current in the villages and smaller towns, cumbersome and unsatisfactory battery equipment would have to be used. Actually, only three Malay Schools have electric current available. Finally there is the lack of trained operators and no local facilities for training them. Very possibly the filmstrip projector, which will be more easy to transport, will be put into use in up country schools and the electric mains 16 m.m. projector in the town schools. Brunei is fully alive to the value of Audio - Visual Aids and the Government is prepared to purchase such equipment as can be purposeful used.

----- END OF PART II -----

PART III

Outstanding Events of the Year.

The outstanding event of the year in the field of Brunei Education was probably the appointment of a full time professionally qualified Education Officer. Mr. J. Pearce, E.D., M.R.S.T., the officer appointed, was formerly in the Department of Education, Federation of Malaya. As a member of that Department he served as Master of Method, Sultan Idris Training College, Tanjong Malim, and for a considerable time both before and after the war acted as it's Principal. His last appointment in Malaya, before retirement, was Superintendent of Education, Kelantan. He thus brings to the post a wide experience in matters educational. Mr. Pearce assumed duty in Brunei on 19th August.

I. Administration and Control.

The administration of the Brunei Education Department is in the hands of the State Education Officer, who is also the Registrar of Schools. In the former capacity he administers the Finances of the Department, and directs the Educational policy and system. In the actual administration of the Government Schools (Malay Vernacular Schools) he is assisted by a Superintendent of Malay Education, who is purely administrative, and an Inspector of Malay Schools who visits and inspects schools. These officers are non-English speaking and their activities are confined to Malay Education only.

In his capacity as Registrar of Schools, the State Education Officer is responsible for the Registration of private schools, their teachers and teachers, also for seeing that the schools comply with the Registration of Schools Enactment. The schools which are in the category of Registered Schools are non-government schools run by Missionary and other bodies. In Brunei, the Roman Catholic English Schools, three altogether: the British Malayan Petroleum Company's Trade School and its Kindergarten and Primary School; and five Chinese Vernacular Schools are registerable schools. All are registered. Control of the Registered Schools is exercised

by the Registrar through the Supervisors and Committees appointed by the bodies who sponsor the Schools. The Registrar, or a Deputy appointed by him, has the right of entry and inspection of both the premises and the educational standards. With the exception of the British Malayan Petroleum Company's institutions, which are entirely supported by the Company, the other schools receive Grants-in-Aid from Government. The amount of the grant is based upon ~~the~~ efficiency.

In Brunei there are only two Enactments which specially refer to Schools (a) Enactment No. 5 of 1939 which brought in compulsory education for "Malaysian boys" between the ages of seven and fourteen who live within two miles of a school (the word "Malaysian", the enactment adds, includes children who are natives of the Malay Peninsula and the Malay Archipelago) and (b) the Registration of Schools' Enactment No. 4 of 1939, mentioned above.

II. Finance

(a) Revenue. There is no Education rate in Brunei and the whole cost of education is borne by the General Revenue of the State. A negligible revenue, derived from school activities such as basket and mat-making, sewing, etc. goes straight into revenue. It may be said, therefore, there is little or no Departmental revenue.

(b) Expenditure. The total expenditure on Education for 1949 was \$143,072.60. This does not include expenditure by the Public Works Department on new schools nor repairs to old ones. In the ~~next~~ figure mentioned above the amounts spent on the various types of schools were:-

Malay Education	.....	\$136,086.60
English Education		
(Grants in aid)	.....	\$ 3,444.00
Chinese Education		
(Grants in aid)	.....	\$ 3,552.00

General Table VII and VII (a) give a Statement showing the distribution of expenditure.

III. Primary Education.

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Note: All schools under this head are mixed schools.

(a) Malay Vernacular Education.

Malay Vernacular Education, which is free, is planned for "Malaysian Children" (boys and girls) of the age group, if the Compulsory School Attendance Enactment is followed, of 7 - 14 in five standards (for the definition of "Malaysian" see paragraph I of this section of the Report) Actually, the plan of Brunei Malay Vernacular Education follows that of Malaya, which is planned for the age group 6 -12. The reason for the difference in age range is perhaps apparent when the following circumstance is appreciated. The large Brunei Town Malay School, with an enrolment of nearly seven hundred boys and girls draws some hundreds of its scholars from that part of the town which is built on stilts in the Brunei River Estuary. These children have to come to school every day in small canoes. Unless, therefore, a small child has someone to bring him to school, it is understandable that the parents would be reluctant to send him on his own. At about seven, however, children (girls and boys) are experts at paddling canoes and thus the age group was adjusted to suit local conditions. The upper limit of 14 was probably fixed for children who started attending school later than the age of seven and so compel them to complete the school course. The Brunei Town School, in the respect that a goodly number of scholars come to school in canoes, is typical of many of the Brunei Malay Schools. There is no easy solution to this problem, but measures will be taken to deal with it, and the age range - with the improvement in transport facilities and the building of more schools - should gradually come within the proper limits. It is hoped in the process to bring the number of standards up to six. In its general trend, as already intimated, Malay Vernacular Education in Brunei follows the plan of the Federation of Malaya, wherein it is intended at the end of the third or fourth school year that pupils will, if they are suitable and desire to do so, pass into English Schools. The remainder

will still continue their education in their mother tongue in the Vernacular schools but with English as a second language. The latter development, however, will have to await the training of suitable teachers. English would be introduced into the schools at about standard III or IV. In respect of Malay Schools generally, the most unsatisfactory feature is the poor enrolments compared with the number of children of school age. As stated elsewhere in this report, only about half the number who should attend do so. The answer to this problem has to do with the provision of more village schools and English Schools. At the moment Vernacular Education is regarded by most of the parents as a dead end education; ~~and~~ the provision of English Schools would therefore provide another rung in the education ladder and give Vernacular Education direction and purpose. Making the village schools more attractive ~~and~~ will be another factor in eliminating the present apathy towards Vernacular education. To this end it is hoped next year to introduce various handicraft activities on a larger scale than heretofore - the lack of material and equipment has hindered their introduction to date - such as Classes in cloth weaving, net-making, book-binding, etc. The schools, it is felt, should not only appeal to parents as practical and useful institutions; but should make an irresistible appeal to the child itself. In respect of the enrolment of the Malay Schools as a whole, the number of pupils by school years and ages is given in Appendix III (A) of this report. It will be seen that there are many overage pupils in the schools, probably due to the upset in their educational careers caused by the war. There may be some permanence in this condition and it is probably related to the higher age range laid down for Brunei Malay Schools.

Below is given the Enrolment and Percentage of Enrolment in Different Standards in Malay Schools. (See next page)

Enrolment and Percentage of Enrolment
in Different Standards in November, 1949.

Enrolment 1949	Boys.	Girls.	Total 1949 Enrolment	Percentage of Total Enrolment.
Standard I	778	235	1003	44.2
" II	367	95	462	20.4
" III	338	71	409	18.0
" IV	318	32	350	15.4
" V	41	2	43	2.0
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Total Enrolments for Schools.	1842	425	2267	100.

Annual examinations were held in all schools in June, the month in which the school year terminates in Brunei Malay Schools. Results still show the effects of the ravages of war in the field of Education. Especially so in higher classes, whose pupils not only suffered during the war but have experienced the shortages of staff, textbooks and equipment, of the immediate post-war period. It was, in fact, difficult to obtain three Standard IV boys, under eleven, who had sufficient marks in their Annual examinations to qualify them for three scholarships in English Schools in Malaya and Singapore.

Anent this, as yet, there are no suitable English Schools in Brunei to take Specially selected pupils from Malay Vernacular Schools into Special Malay Classes, a circumstance which is regrettable, to say the least. While it is felt, however, that these must be inaugurated as soon as possible, nothing can be done until teachers capable of teaching such classes are available. The implementation of the Educational policy mentioned previously in this section of the report on Primary education, must also await their availability.

The year 1949 has, however, marked progress in the Malay Schools. Staffing has greatly improved, Textbooks have come in, in sufficient numbers, equipment was more plentiful. Rehabilitation has been affected and is for all to see, and Brunei

Malay Schools in 1950 should easily surpass any condition of achievement heretofore attained. The School Staffs have worked strenuously to bring this re-habilitation about and are keen to make 1950 a Jubilee year in the history of Brunei Malay Education.

(b) Chinese Vernacular Education.

All the Brunei Chinese Vernacular Schools are Primary Schools and cater for the age group 6 to 12 in two divisions, Lower Primary (four Classes) and Higher Primary (two Classes). There are, however, many pupils in these schools whose ages are considerably above that age group. The Table at Appendix III(b) shows the Numbers of Pupils by School Years and Ages. The fairly large number of overage pupils may be attributed to interference arising out of the War and not to transportation difficulties as in the case of the Malay Schools. Chinese Schools are mostly in Urban Areas and are thus very accessible to the pupils attending them.

With the exception of a very small up-river school all other Chinese Schools receive Grants-in-Aid from Government. These Grants are based on the suitability of the school premises, the qualifications of the staff and the type and quality of the education given. All Chinese Schools are well supported by the Chinese Community and the Government grant is augmented by public subscriptions and by the proceeds of School Concerts. In the cases of the two Chinese Schools in the Seria-Belait Oil Producing centre, in consideration of the fact that the Schools cater for the children of their Chinese employees, the British Malayan Petroleum Company Limited, gives them a monthly grant.

The Table overleaf gives the Enrolment and Percentage of Enrolment in Different Standards of Chinese Schools.

Enrolment and Percentage of Enrolment in
Different Standards, Chinese Schools, in November
1949

Enrolment 1949.	Boys	Girls	Total 1949 Enrolment.	Percentage of Total Enrolment.
Standard I. . . .	269	198	467	36.72
" II	164	96	260	20.45
" III	138	75	213	16.74
" IV	135	86	221	17.37
" V	50	26	76	5.97
" VI	24	11	35	2.75
	780	492	1272	100.

The Total Enrolment above shows an increase of 288 on the previous year's total, made up of 176 boys and 112 girls. It may be said in relation to the 1949 figures that the number of Chinese children of school age attending Chinese Schools is higher than the percentage of Malaysian children of school age attending Malay Schools. This is perhaps explained by the circumstance that the Chinese in Brunei are mostly congregated in the urban areas and the schooling of their children is a simple matter. There is no Inspecting Branch in the Brunei Education Department for Chinese Schools; the small number of schools do not justify its introduction. Inspections are carried out, however, by the Registrar of Schools and by a qualified Chinese Inspector who is lent periodically by the Sarawak Government. It is hoped to have the loan of this officer twice during the coming year/it is felt that the Chinese Schools require the advice and assistance of a capable and qualified Inspector. Only one inspection took place during the year under review. The Chinese School year finishes in December each year and examinations are held before the schools close. The holding of these examinations is entirely in the hands of the schools and the results are not communicated to the Registrar of Schools. The general standard of the Chinese

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schools is fair only; they, in common with other types of schools, have suffered on account of the lean post-war period with its lack of most things needed in schools. Other difficulties have been mentioned in Part I and II of this report. It may be said however, that Chinese Schools have made 'the best of the worst' and have faced up to their many difficulties with characteristic Chinese fortitude and determination. Chinese parents are very keen on Vernacular education ~~but~~ there is a very marked desire amongst them to have their children taught English. They prefer, however, to have it taught as a second language in their own schools rather than having to send their children to an English School to learn it. Brunei Chinese schools are endeavouring to meet this popular demand and the majority run an English course through-out the school from about the second standard. With their lack, however, of teachers qualified to teach it they make a poor showing. Not only for that reason; but many pupils whose education has been acquired in the difficult post-war period have a poor background upon which to superimpose it. The general result of this policy with the demand it makes on the pupil's time coupled with the difficulties previously mentioned is poor all round attainment.

(c) English Education.

No English school in Brunei goes beyond standard VI. They are therefore all Primary Schools. No Secondary Education is as yet available. This section deals mainly with English Schools open to the public and does not include - except where it is specifically mentioned - the British Malayan Petroleum Company's Kindergarten and Primary School at Seria, which is open only to children of the European staff, mention of which is made on page 7 of Part I of this report.

The Schools open to the public - three in number - are all under the direction and control of the Roman Catholic Mission. They are all registered under the Registration of School's Enactment and receive Grants-in-Aid from Government.

Two of them, situated in the Seria-Belait oil-producing area are given financial and material assistance by the British Malayan Petroleum Company in consideration of the fact that they provide facilities for the education of the Company's Asian Staff.

These Schools in their present form should cater for an age group of 6 to 14, that means, if Primary I is considered to be a pupil's first school year, he or she should pass standard VI in eight years. A Table showing the number of Pupils by School Years and Ages is given in Appendix III (C) of this report.

As will be seen, a large percentage of the pupils are overage and as low down as the first standard there are many over 16 years of age. The presence of these overage pupils is due to several causes, partly because their education was interrupted by the war, and partly because many Malays and Chinese go to the English Schools after studying for four years or so in their own Vernacular Schools. Incidentally these students have to start in Primary I irrespective of their age on entering the school. It is, therefore, not uncommon in the English schools to see a boy of about 14 sitting in the same class as a boy of 7 or 8 years. This situation would not be tolerated save that the clamour for English Education is most insistent and that the public, at least, consider that some-thing is better

The Solution, to the situation is, of course, to procure trained and qualified teachers, trained to superimpose an English Education upon the foundations laid in the Vernacular Schools. Attempts have been made to obtain them but partly because of the remoteness of Brunei and partly because of the great demand for teachers in Malaya and Singapore, which is Brunei's only recruiting ground for the type of teacher required, efforts have been unavailing. The outlook for English Education in Brunei is much worse than the outlook in the Chinese Schools. The Outlook is still more depressing when it is remembered that at least for three years no local sources can be looked to to supply even Probationer Teachers

possessing the required basic academic qualification, and even then they will have had no professional training. The immediate need for English Education in Brunei is, at least, two fully qualified, trained and experienced teachers i.e. teachers who have passed the Cambridge School Certificate Examination, securing Credits in the English Language and in two other subjects, plus a pass in Oral English, and who have completed and passed the Malayan Education Departments' three year Normal Class Course. They should also have had experienced in the teaching of low Primary Classes and Special Malay Classes. These teachers would permit the establishing of an English Education on a sound and solid basis and also permit the opening of Normal Classes for academically qualified Probationer Teachers who could probably be procured from outside sources and our own local candidates in due course. It is considered that anything less than the scheme outlined above would only tend to perpetuate the vicious circle now prevailing in Brunei English Education.

In respect of obtaining suitably trained teachers from Malaya, the demand for such in Malaya which is the chief hindrance to Brunei obtaining them, could perhaps be overcome if Brunei were prepared to offer a Salary Scheme, which, while not equal to Malayan Schemes, would be sufficiently attractive - having in mind the lower cost of living conditions in Brunei - to bring teachers here. It is hoped therefore seeing the dire need to open up the field of English Education that the scheme outlined will receive the approval of the higher authorities. Meantime, valuable time and valuable talent is being lost. It should be remembered that a delay in the implementation of this scheme beyond, say, the end of April, means the loss of another year. It may be noted that no reference has been made so far to the provision of a building, but this lack presents no difficulty as it is intended if the teachers are forthcoming to open the school in an afternoon session using the Brunei Town Malay School. Books and apparatus have been ordered. The Enrolments and Percentage of

Enrolment in Different Classes in the English Schools, as for November 1949, is a given below:

Enrolment and Percentage of Enrolment in Different Classes, English Schools, in November, 1949.

Enrolment 1949				Boys	Girls	Total 1949 Enrolment.	Percentage of Total Enrolment.
Primary	I	..	..	133	65	198	32.52
"	II	..	..	79	43	122	21.55
Standard	I	..	..	70	37	107	17.58
"	II	..	..	59	32	91	14.11
"	III	..	..	43	17	60	9.81
"	IV	..	..	11	6	17	2.78
"	V	..	..	4	2	6	.99
"	VI	..	..	3	1	4	.66
				402	203	605	100.

The Totals show an over all increase on the previous years enrolment of 112 made up of 69 boys and 43 girls.

Unlike the two former types of schools which cater for individual communities, the English Schools cater for all communities. The Table below gives the pupils in these schools according to Nationality and Race. Figures for the British Malayan Petroleum Company's Kindergarten School, with an Enrolment of 20 boys and 12 girls, all Europeans are not included in this table.

Nationality or Race.	Boys	Girls	Total.
Malays	122	19	141
Chinese	248	166	414
Indians	9	8	17
Eurasians	13	5	18
Dusun and Dayaks	1	4	5
Others	9	1	10
TOTALS :	402	203	605

In concluding this section of the report, the unsatisfactory situation in respect of English Education needs reiteration. The Educational System is expanding laterally but cannot be said to be growing^{up}; an unnatural process to say the least. The present situation, which unfortunately might persist for some time is, that clever children who deserve a chance in higher educational fields are passing out of our Vernacular Schools and their talents, brains and potentialities are lost to the State. A few only are able to acquire an indifferent English Education which, because of the circumstances enumerated, and which standard for standard is lower than those obtaining in Malayan Schools, can only fit them for minor local positions requiring a knowledge of English. Beyond this there is nothing; and if immediate steps are not taken it will be nothing again at the end of 1950.

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IV. Secondary Education, including Secondary Technical Education.

(a) There are no institutions in Brunei capable of giving Secondary Education. The existing Primary English Schools, as mentioned in section III, only go as far as Standard VI and it is unlikely, chiefly through lack of suitable staff and equipment, that they will develop Secondary Classes, at least, for several years to come. The logical thing to do at the moment would be for Government to open an English School in the vicinity of the two fairly large English Schools in the Seria - Belait. This school would open up with the usual Primary Classes and have a teacher for students who have passed the Primary Divisions of the existing Schools. There would, of course, be a gap in the middle for the time being; but the gap would disappear in a few years, especially if Special Classes for products of the Vernacular Schools were opened, as would be the case. Here again it is the question of obtaining qualified teachers.

(b) There are no institutions giving Secondary Technical Education in Brunei. The nearest approach to anything of that nature is the British Malayan Petroleum Company's Trade School

in the oil-producing centre of Seria. This was opened during the year under review.

There is not the slightest doubt that, in time, this school will provide all facilities required for Secondary Technical Education in the fields of Electrical, ~~and~~ Mechanical and Constructional Engineering and in such other subjects as are included in the varied activities involved in oil-producing.

When this School was first opened, it was found that the academic standards of those whom the company desired to train were too low for the courses and subjects contemplated and the Company, with the help of their Educational and Personnel Staffs, opened up ordinary English Classes to bring those selected up to the necessary Educational standards. This will of course, delay the implementation of the full scheme, which is in the nature of an Apprenticeship Scheme, but it is undoubtedly a start on the right lines and should produce useful results. It may be held that this Trade School is in the process of giving Secondary Education and might have been perhaps introduced under (a) in this section, but the academic education given is rather restricted and includes only those subjects involved in the various Courses.

According to an agreement between Government and the British Malayan Petroleum Company this Trade School is open to Government nominated students, who are not and who do not intend to become employees of the British Malayan Petroleum Company. Such students will receive similar training to the Company's trainees. A fee of \$100.00 a year is payable by Government for each student receiving training.

While it is appreciated that this Trade School will not cater for all branches of Secondary Technical Education, it provides the type of education required by local youths who have no desire to seek employment abroad, and for which there is great opportunity and scope in Brunei itself. The enrolment in this school at the end of the year under review is 159 students and their ages range between 16 and 20 years.

The Table below is perhaps not without interest? It shows the Enrolment of Nationality and Race.

<u>Nationality or Race</u>	<u>Total Enrolment</u>
Malays	73
Chinese	75
Indians	2
Eurasians	2
Iban	1
Dusun	4
Javanese	<u>2</u>
	159

The progress of the Trade School and its associated Apprentice Scheme will be watched with great interest and the British Malayan Petroleum Company is deserving of great praise for its introduction.

V. Technical Training.

There are no institutions in Brunei, other than the Trade School mentioned ⁱⁿ IV (b) entirely devoted to giving Technical Training. A certain amount of Technical Training is carried on in the Malay Schools; there is a Carpentry Class in the large Brunei Town Malay School. It is intended to introduce Carpentry in other centres in 1950 and also other types of Technical training such as Tin-smithing and Cloth-weaving. Nothing is done in this connection in the Chinese or English Schools. The reason, apparently being, the lack of teachers to give the training and the lack of time in an already overcrowded timetable, to devote to it. In point of fact, and it might not be inappropriate to mention it here, students in English schools and those who are acquiring English are rather snobbish and inclined to look with disdain upon artisan's work, its introduction there, ^{how} while it may be regarded as a slight relaxation, would have no permanent value. The vast majority of English School students hope for nothing less than an office job.

The only Government Departments giving Technical Training, which does not come under the ~~egis~~ ^{auspices} of the Education

Department are the Medical and Police Departments and they are referred to on Page 18 of Part II of this report.

VI. University and other Post-Secondary Education, including Overseas Scholarships.

/for

Although generous financial provision has been made/the awarding of all types of University and Post-Secondary Scholarships, in case there were Brunei Students who had qualified for such outside Brunei, no calls have yet been made upon the fund. Provision will continually be made annually, however, in case a call is made upon it. The provision mentioned also includes an allocation for ordinary scholarships in Malayan English Schools for deserving students. In a small way the award of these scholarships provides an outlet for two types of local students (a) students who have finished their basic education in their mother tongue (usually passed Std. IV in a Vernacular School) and (b) students who are adjudged suitable by age and attainment in our English Schools. Three scholarships under category (a) were awarded in December and the selected students will proceed to Malaya early in the new year. Two of these scholarships are to a Government English School in Singapore and one to the Malay English College, Kuala Kangsar, Perak, Federation of Malaya. They are tenable for an unspecified period, but subject to annual revision on the basis of the progress and conduct of the students concerned. Earlier reference to these particular Scholarships and also to Overseas Trade School Scholarships, will be found on Page 13 of Part II of this report.

It is doubtful if ordinary scholarships of the type referred to above would have been awarded had there been a suitable local school, and perhaps there would be no point perhaps in repeating them next year; but it is likely, providing the progress and conduct of the present scholarship holders are satisfactory, that they will be given the opportunity to receive the full benefit from their awards. In connection with the sending of students to Malaya, especially younger students there are transport difficulties to be overcome. This matter will be dealt with in section VII of this Part of the report.

VII. Training of Teachers.

(a) Malay Teachers.

There are no facilities in Brunei for training Malay Teachers beyond the training which the young and inexperienced teacher obtains by working in harness with a trained teacher. Weekly classes are held for Probationer or Pupil Teachers, but these cater for academic rather than professional subjects. Professional subjects, however, will be introduced next year

and Probationers will be given talks on the Theory and Practice of Teaching, particularly in respect of the teaching of number and Reading in low Primary Classes. It is not intended, however, to use these classes as places wherein probationer teachers can qualify as trained teachers.

The term trained teacher in Brunei refers to one who has undergone training at a recognised teachers' training institution. Brunei Malay teachers have access to three such institutions, two are for male teachers and the other for women. Two of them (a) the Sultan Idris Training College, Tanjong Malim, Perak, Federation of Malaya and (b) the Malay Women Teachers Training College, Malacca, Federation of Malaya, are 'mutatis mutandis' parallel institutions and both provide a three years' course. In the case of the mens' college, an entrance examination is set by the college Authorities and students are accepted up to a previously agreed annual quota, which for Brunei is three. In the Womens' College there is, no entrance examination and selections are made by the State Education Officer. At present there are 9 Brunei men trainees in the Sultan Idris College and 3 women trainees in the Malacca Womens' College. Of the 9 men, 4 are now in their final year, 2 in their second year and the remainder in their first. Of the women, 2 are in the second, and 1 in her first year.

The third recognised Teachers' Training Institution is the Batu Lintang Training Centre in Kuching, Sarawak, which provides a two years' course. There are 20 Brunei trainees in this institution, 10 in their second and final year, and 10 in their first year. Students are admitted to Batu Lintang without an entrance examination and are selected by the State Education Officer. It is the practice to allow a percentage of older teachers in the Untrained Teacher grade to proceed to this centre, the remainder are selected from among probationer teachers. Brunei awaits with great interest the return of the first batch of Batu Lintang teachers at the end of 1950. This Training Centre is a great boon to Brunei, it will enable us to substantially increase the proportion of trained to untrained teachers in the Malay Schools. The sending of these trainees to overseas training colleges and centres is very costly and there are difficulties associated with the procuring of sea-passages. To reach Malaya, students have to proceed first from Brunei to Labuan by launch, spend a night there and proceed to Singapore by an ocean going vessel. This part of the journey takes about five days. On arrival at Singapore students usually stay a night and proceed to their destinations by train, the train journey usually takes, in the case of the men, about sixteen hours. Very often shipping schedules to and from Singapore do not fit in with

the beginning and ending of College terms and this involves a protracted and expensive stay at that Port. In the year under review students at these colleges cost the Government \$36,645.52.

It will perhaps be necessary, especially if the cost of passages continue to rise, to either arrange for these students to return once a year or even to consider whether Brunei should send its future trainees to Batu Lintang only; such a consideration, however, should perhaps await the inauguration of a three years' course in that Institution. The Brunei Government, however, considers this money well spent not only because the training facilities in these institutions are the best procurable, but because the trainees derive great benefit from their travels and stay in countries outside their own.

(b) English Teachers.

There are no facilities for training English Teachers in Brunei. There are perhaps experienced teachers in the three English Schools run by the Roman Catholic Mission, but no trained ones.

There is no College for training English School Teachers nearer than the Federation of Malaya, entry to which is by a pass in the School Certificate Examination with certain Credits and a pass in Oral English. No teacher in Brunei English Schools has this qualification and so, even though Brunei were given a quota in an outside Institution, it could not be filled at present. But however attractive such a prospect would be, it is considered that even local candidates became available, Brunei for some years to come could not spare them to attend a Training College. As therefore is indicated in Section III (c), Page 10, of this part of this report, it is hoped to establish a Training Course, similar to the Three Years' Normal Class Course in the Federation of Malaya, as early as possible. This depends, however, on our ability to procure suitable and qualified teachers. Such a Course however will have to be provided sometime, because, as suggested above, Brunei will require to use their Probationer Teachers while they are being trained - the advantage of the Normal Class System - and therefore will not be able to send them to outside training institutions. The present situation in respect of the training/English Teachers in Brunei can be briefly stated. There are no candidates with the basic qualification to train, and no instructors to train them if we had.

(c) Chinese Teachers

The situation is similar to that obtaining in (b) above. There are training facilities in Singapore and the Federation of Malaya but not in Brunei.

In conclusion, it will be noted that Brunei must depend on neighbouring countries to provide training facilities for the three types of teachers, Malay, English and Chinese. In the matter of Malay teachers there are certain advantages under this system; but seeing that in English and Chinese schools the majority of teachers have already obtained their academic education in outside countries, the provision of facilities locally would have certain advantages also. All schools would need to have the use of these trainees while they were being trained; which would be possible under a Normal Class Course. Again, great expense would be saved, as it would be cheaper, and more convenient, in the long run, to bring instructors to Brunei than to send student abroad. The alternative is, perhaps, the setting up of Training Centres for English and Chinese teachers to serve the three Territories of North Borneo, Brunei and Sarawak. The alternative would perhaps arise naturally from the inauguration of individual training classes in each State and would be more suitable when the supply of candidates for teaching posts became adequate.

VIII. Physical Conditions in Schools.

As already mentioned in this report there is, as yet, no organised Medical inspection of school children in the Brunei Schools. In respect of Medical care, the children in urban schools are better off than their rural brethren because they have access to Medical treatment and in necessity hospitalisation. The children in rural schools are not shut off altogether from these advantages because of the system of Travelling Dispensaries mentioned under Health Education and Medical Services on Page 18 of Part II of this report. The common complaints among school children are those associated with Tropical countries, skin infections, infections of the bowels/a certain amount of Malaria and Chicken pox. Teachers are always on the look out for any signs of these complaints and step are taken to deal with them. All schools have medicine chests and teachers are conversant with the treatment of the less serious ailments. Where there is any doubt, the boy or girl - providing the parents are willing - is sent to Hospital, though, if it is an upriver school two or three days may elapse before the patient is brought in. No epidemics were reported last year which affected the schools beyond the usual daily percentage of absences through sickness. Hygiene is taught in all schools.

The general Physical condition of school children in Brunei is good. There is apparently a sufficiency of food and children live mostly out of doors. During Drill and Games

Competitions the weedy specimen is rarely seen, and both boys and girls do not seem to lack stamina or alertness. Perhaps, however, especially in the cases of one or two of the schools, the type of equipment used - seating accommodation - leaves a lot to be desired. It is hoped to gradually do away with ancient and antiquated desks and provide types which are more in keeping with modern ideas/what is necessary for comfort and correct body posture. Again, in some schools there is overcrowding and the light needs improving. Such conditions are gradually disappearing and will no doubt disappear altogether when sites and material for building schools are more available.

/of

Other factors which contribute to the comparatively good health of Brunei School-children are, firstly, the schools are well ventilated. A number of them are made of Kajang (Nipah palm fronds stitched together with fibre) which lets the air in; but strangely, not rain. Secondly that the schools are open in a morning session only, from 7.00 a.m. to 12.30, children are therefore out/about early in the mornings when the air is fresh and clean.

/and

No dental treatment is available for school children. In conclusion, in spite of what may be judged as primitive and unhygienic conditions, which would not, without doubt, be acceptable in more modern countries, the schools in Brunei are bright and happy places. The brightness is enhanced by the variety of colours of children clothes and shining faces. The temperature does not encourage physical activity but minds are alert and applied to the task in hand.

IX. Social and Moral Welfare.

a. Malay Schools.

Religious instruction is given in all Malay Schools and in no schools is the Moral welfare of children better cared for. The children still have the traditional respect which characterises the relation between 'Guru' and 'disciple' in Eastern countries. Direct religious instruction is given, lessons are given which convey moral principles, and sportsmanship is inculcated during the popular and frequent games competitions.

b. English Schools.

As these are Mission Schools there is no need to give any lengthy details. The Roman Catholic Mission in Brunei upholds the high traditions of Catholic Missions, particularly in South East Asia, and is most zealous for both the moral and spiritual wellbeing of their pupils.

c. Chinese Schools.

Moral instruction in Chinese Schools is given both directly and indirectly. Periodic talks are given to the assembled school. Indirectly it is taught through the

medium of games and reading. Moral instruction is a fundamental and important part of a child's education in Chinese Schools and has probably been so since the days of Confucius.

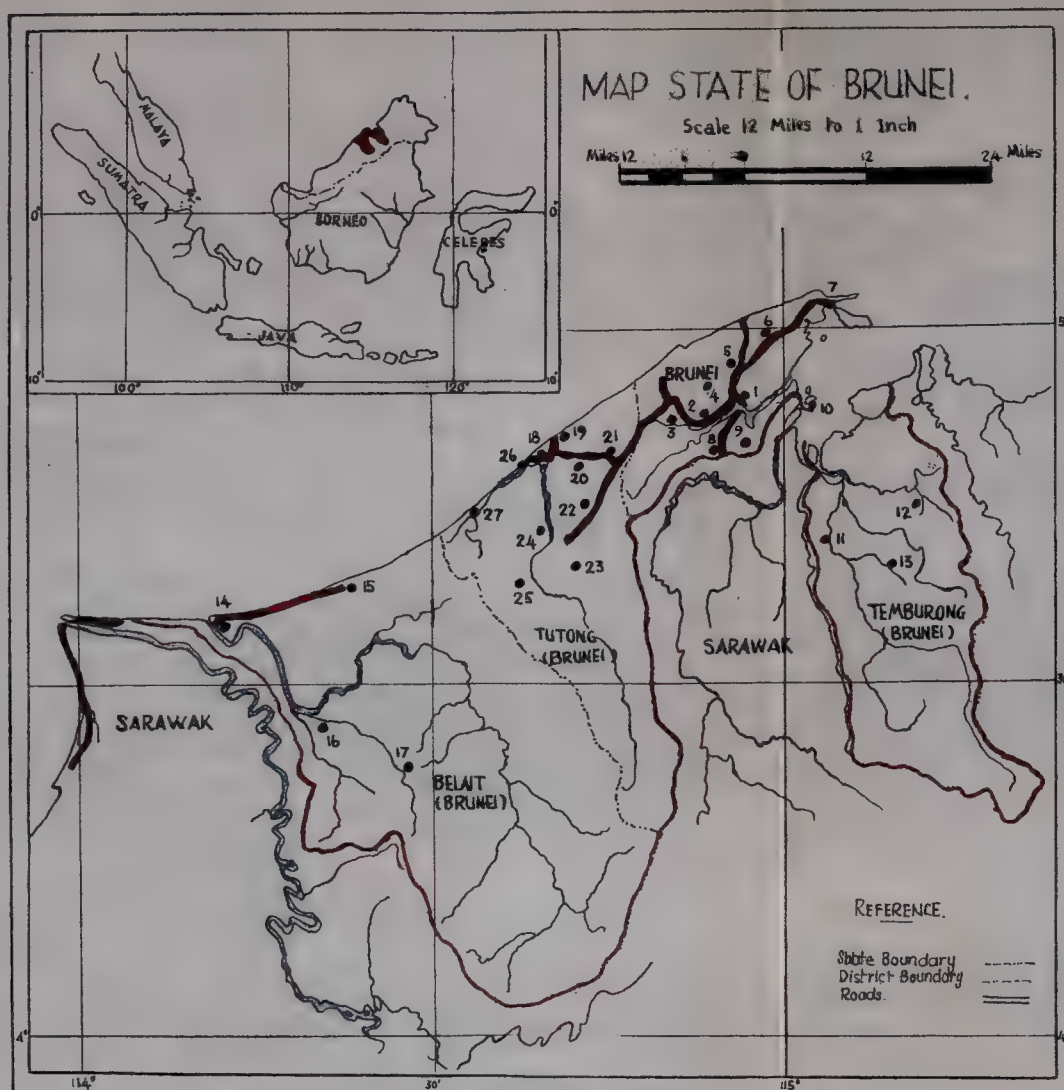
X. Adult Education and Mass Education.

This has been dealt with under Section 17, page 25, of Part II of this report "Mass Education (Community development) The role of the schools."

Adult and Mass Education presuppose a great degree of literacy on the part of the population, conditions which facilitate the bringing them together in large numbers, people capable and willing to give their talents and time to its furtherance, a background of general knowledge and interests in those for whom it is intended. But a few of these things exist in Brunei; but the greatest defect is illiteracy. It is safe to say in that connection that at least 70% of Brunei's adult indigenous peoples are illiterate. Mass Education could be carried on, however, over a restricted field, but the bulk of the population would not be touched, because they are scattered over the country-side, mostly along the banks of the hundreds of miles of rivers and river-reaches. Although nothing has yet been done in the direction of Mass Education in the restricted fields mentioned, some experimental work will be done in 1950. At first, attempts will be made to establish literacy, and if successful, a series of instructional and topical talks will be inaugurated. Where possible a film strip projector will be used in these talks, but only in those places where electric current is available. There are only three places with electric current at the moment.

Adult Education in well populated centres will include classes for the teaching of English, and it is hoped that before the end of 1950 other classes will be opened for those who wish to improve their present knowledge of English. For those who hold clerical posts classes in Book-Keeping, shorthand, Typewriting and other commercial subjects will be opened. Save in one area, however, there is a dearth of instructors and it is this lack which will not only hold up an early start but rapid expansion also. It is the same tale here, the tale that is re-iterated throughout this report, "The harvest is plentiful; but the labourers are few".

----- THE END. -----



- 1 Town School, Brunei
- 2 Kilimas
- 3 Sengkurong
- 4 Gadong
- 5 Berakas Estate
- 6 Sg. Hanching
- 7 Muara

- 8 Lumapas
- 9 Kasat
- 10 Baru Baru
- 11 Bangar
- 12 Labu
- 13 Biang Estate
- 14 Kuala Belait

- 15 Seria
- 16 Kuala Balai
- 17 Labi
- 18 Bukit Bendera
- 19 Penanjong
- 20 Keriam
- 21 Sinait

- 22 Kiudang
- 23 Lamunin
- 24 Tg. Maya
- 25 Ukong
- 26 Danau
- 27 Tumpuan Telisai

TABLE I

STATE OF BRUNEI.

NUMBER OF INSTITUTIONSAS AT 30TH NOVEMBER, 1949.

Classification of Institutions	Post Secondary	Secondary and Post Primary	Primary	Total.
Government :-				
Malay Vernacular Schools	-	-	27	27
Government Aided :-				
English Schools	-	-	3	3
Chinese Vernacular Schools	-	-	4	4
Maintained by Public Corporation :-				
B.M.P. Company Ltd.,				
Kindergarten and Primary Schools.	-	-	1	1
Trade School.	-	-	1	1
All other Institutions :-				
Chinese School Unaided.	-	-	1	1
TOTAL :	-	-	37	37

TABLE II

STATE OF BRUNTI

NUMBER OF COURSESAS AT NOVEMBER 30TH 1949.

Classification of Institutions.	Primary								
	General			Teachers Training Centres			Other Vocational		
	M	F	Mixed	M	F	Mixed	M	F	Mixed
Maintained from Colonial or Local Government Funds.	-	-	27	-	-	-	-	-	-
Aided from Colonial or Local Government Funds.	-	-	7	-	-	-	-	-	-
Maintained by Public Corp- orations, if any.	-	-	1	-	-	-	1	-	-
All other Institutions.	-	-	1	-	-	-	2	-	-
TOTAL :	-	-	36	-	-	-	1	-	-

TABLE III

STATE OF BRUNEI

NUMBER OF PUPILS ENROLLED

AS AT NOVEMBER 30TH 1949.

	Post Secondary		Secondary		Primary		Total		Total
	M.	F.	M.	F.	M.	F.	M.	F.	
Maintained from Colonial or Local Government Funds:									
Malay Schools.	-	-	-	-	1842	425	1842	425	2267
Aided from Colonial or Local Government Funds:									
4 Chinese Schools	-	-	-	-	758	484	758	484	1242
3 English Schools	-	-	-	-	402	203	402	203	605
Maintained by Public Corporations, if any:									
x Kindergarten and	-	-	-	-	-	-	-	-	-
x Primary School.	-	-	-	-	24	24	24	24	48
Trade School.	-	-	-	-	159	-	159	-	159
All other Institutions:									
1 Chinese School (Unaided)	-	-	-	-	22	8	22	8	30
TOTAL :	-	-	-	-	3207	1144	3207	1144	4351

x Unless specifically stated the statistical details for these
institutions are not included in the General Tables.

37

TABLE IV

NUMBER OF PUPILS ANALYSED ACCORDING
TO THE TYPE OF COURSE TAKEN

STATE OF BRUNEI

AS AT 30TH NOVEMBER, 1949.

Classification of Pupils by Sex.	P R I M A R Y		Other Vocational
	General	Teacher Training Centres.	
Male.	3,204	-	-
Female.	1,120	-	-
TOTAL :	4,144	-	-

NOTE I :-

The Kindergarten and Primary School and Trade School of the British Malayan Petroleum Company Ltd., are not included above they are Private Institutions.

NOTE II :-

As we have only Primary Education the non-applicable Columns have been omitted.

NUMBER OF POPULATION BY AGE AND SEX

AS AT NOVEMBER 26TH 1941

AGES	YOUNG SCHOOL CHILDREN																TOTAL	
	1		2		3		4		5		6		7		8			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Below 6 ..	35	12															35	12
6 - 7 ..	184	66	3		1												188	66
7 - 8 ..	277	105	16	4	2	2	1	1									296	112
8 - 9 ..	238	102	83	28	24	10	1										346	140
9 - 10 ..	193	78	126	51	38	30	5	5									362	164
10 - 11 ..	120	49	140	46	77	23	37	16	3								377	134
11 - 12 ..	82	41	98	35	108	48	70	25	11	5							372	154
12 - 13 ..	35	14	65	30	104	25	128	36	9	5	1						342	110
13 - 14 ..	17	8	43	17	83	21	91	22	16	5	7	2					257	75
14 - 15 ..	4	17	30	9	49	14	77	28	23	10	3	2					186	80
15 - 16 ..		2	7	5	28	11	62	12	26	8	14	6		1		1	137	46
Above 16 ..			1	1	20		44	5	43	12	11	8	4	1	3		126	27
TOTAL :	1,185	494	612	226	534	184	516	150	134	45	36	18	4	2	3	1	3,024	1,120

NOTE : The Kindergarten and Primary School and Trade School of the British Malayan Petroleum Company Ltd., are not included are Private Institutions.

TABLE VI

STATE OF BINNEI

TEACHERS CLASSIFIED BY QUALIFICATIONSAS AT 30TH NOVEMBER, 1949.

	<u>Primary Schools.</u>						TOTAL
	Maintained from Colonial or Local Government Funds.		Aided from Colonial or Local Government Funds.		All other Institutions.		
	M.	F.	M.	F.	M.	F.	
With University Degree :							
Trained .			-	-	-	-	-
Untrained.		-	1	-	-	-	1
Completed Secondary School Course :							
Trained.	-	-	-	-	-	-	-
Untrained.	-	-	-	-	-	-	-
Not completed Secondary School Course:							
Trained.	25	-	-	-	-	-	25
Untrained.	61	6	20	25	1	-	113
							132

TABLE 14

EXPENDITURE ON EDUCATION

STATE OF BRUNDA

Percentage of Education
Expenditure to Gross
Expenditure (Heads I, II,
III only).

Head.

I	Expenditure on Education from Colonial Revenue excluding expenditure shown under II-V below.		Total \$187,347.50	100 %
II	Expenditure on Education from Local funds (Local Education Authorities, Municipalities, District Councils, Local Native Councils, Native Administrations, etc) :-			
	(a) From Funds raised locally.	Nil		Nil
	(b) From Funds granted by Central Government excluding expenditure from Colonial Revenue indicated under I above.	Nil	Nil	Nil %
III	Expenditure on Education from Special Development Funds and not included under I above:-			
	(a) From Imperial Funds.	Nil		Nil
	(b) From Colonial Funds.	Nil		Nil %
IV	Expenditure on Education and Training by Government Departments, excluding expenditure included under I above.		Nil	
V	Estimated Expenditure on Education by Voluntary Agencies excluding Grants from Government included under I above.		Nil	

Grand Total : 187,347.50

TABLE VII (A)

STATE OF BRUNEI.

CLASSIFICATION OF EXPENDITURE SCHEDULE UNDER HEAD I IN GENERAL TABLE VII

1949.

acial other Classification.	Post Secondary Education	Secondary Schools.	Primary Schools	Teacher Training Schools and Courses	Other Vocational Schools and Courses	Adminis- tration Inspection and Office Equipment	Scholar- ships Overseas and Regional	Board and Lodging	Main- tenance of school Buildings Furniture and equip- ment.	Capital or Non- recurrent Expendi- ture on all Build- ings, Fur- niture and Equipment.	TOTAL
Malay.	-	-	22,861.23	36,645.52	-	76,579.85	-	-	44,264.90	-	180,351.50
English.	-	-	3,444.00	-	-	-	-	-	-	-	3,444.00
Chinese.	-	-	3,552.00	-	-	-	-	-	-	-	3,552.00
TOTAL :	-	-	29,857.23	36,645.50	-	76,579.85	-	-	44,264.90	-	187,347.50

APPENDIX I

Complete List of Brunei Malay Schools With Comparative Figure for
1948 and 1949

No.	Schools	1948			1949			Increase or Decrease
		B.	G.	T.	B.	G.	T.	
<u>Brunei, Muara and Temburong District</u>								
1.	Town School, Brunei.	514	71	585	538	85	623	38
2.	Kilanas	45	11	56	45	12	57	1
3.	Sengkurong	78	4	82	99	6	105	23
4.	Gadong	42	3	45	45	3	48	3
5.	Berakas Estate	33	7	40	46	8	54	14
6.	Sungai Hanching	44	1	45	46	3	49	4
7.	Muara	53	37	90	51	31	82	-8
8.	Lunapas	41	9	50	41	9	50	-
9.	Kasat	31	8	39	35	5	40	1
10.	Baru Baru	-	-	-	34	7	41	41
11.	Bangar	66	23	89	69	24	93	4
12.	Labu	19	3	22	22	4	26	4
13.	Biang Estate	-	-	-	14	11	25	25
<u>Belait District</u>								
14.	Kuala Belait	93	37	130	105	31	136	6
15.	Seria	123	47	170	146	49	195	25
16.	Kuala Balai	14	10	24	12	9	21	-3
17.	Labi	48	14	57	40	14	54	-3
<u>Tutong District</u>								
18.	Bukit Bendera	56	24	80	55	22	77	-3
19.	Penanjong	36	11	47	35	9	44	-3
20.	Keriam	25	9	34	19	13	32	-2
21.	Sinaut	41	10	51	55	13	68	17
22.	Kiudang	51	3	54	64	16	80	26
23.	Lemunin	65	8	73	69	6	75	2
24.	Tanjong Maya	66	2	68	73	12	85	17
25.	Ukong	33	9	42	33	7	40	-2
26.	Danau	24	11	35	32	10	42	7
27.	Tumpuan Talisai	17	4	21	20	5	25	4
TOTAL :		1653	376	2029	1842	425	2267	238

APPENDIX II

ADMINISTRATIVE AND INSPECTING STAFFS

1ST JANUARY TO 31ST DECEMBER, 1949

STATE HEADQUARTERS, ADMINISTRATION AND INSPECTION

1. STATE EDUCATION OFFICER :-
1st January to 16th March. D.C.I. Wernham, Assistant Resident Resident, Belait (Acting)
16th March to 19th August. I. Harper, Assistant Resident, Brunei. (Acting)
19th August to 31st December. J. Pearce.
2. SUPERINTENDENT OF MALAY EDUCATION.
1st January to 31st December. Che' Marsal bin Ma'un. (Acting)
3. INSPECTOR OF MALAY SCHOOLS.
1st January to 31st December. Che' Noordin bin Abd. Latiff. (Acting)
4. VISITING TEACHER HANDICRAFTS & PHYSICAL TRAINING.
1st January to 31st December. Che' Abdi Manaf bin Abu Bakar.
5. GROUP TEACHER, BRUNEI.
1st January to 31st December. P. Alli bin Png. Hj. Md. Daw
6. GROUP TEACHER, BELAIT.
1st January to 31st December. Md. Hussin bin Md. Yusoff.
7. GROUP TEACHER, TUTONG.
1st January to 31st December. Che' Othman bin Bidin.
8. EDUCATION OFFICE CLERK CLASS B.
1st January to 31st December. Ak. M. Puteh bin P. Hj. Rajid.
9. MALAY WRITER CLERK CLASS A.
1st January to 31st December. Abd. Manan bin Mohammed.
10. SCHOOL ATTENDANCE OFFICER.
1st January to 31st December. Abd. Rahman bin Jamaluddin.
11. OFFICE PEON.
1st January to 31st December. Abd. Hamid bin Md. Yusoff.

APPENDIX III (A)

MALAY SCHOOLS

SCHOLARS BY YEARS AND AGES IN ALL MALAY SCHOOLS

AGES			Standard I		Standard II		Standard III		Standard IV		Standard V		TOTAL	
			M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Below	6	..	20	2									20	2
6	- 7	..	122	33									122	33
7	- 8	..	205	60	14	2	2						221	62
8	- 9	..	155	54	71	17	21	9					247	80
9	- 10	..	129	37	77	22	28	14	3	2			237	75
10	- 11	..	72	22	66	19	58	13	29	3			215	57
11	- 12	..	47	11	55	15	66	14	44	5	1		213	45
12	- 13	..	18	4	41	9	51	9	76	15	4		190	35
13	- 14	..	9	6	20	7	50	6	55	3	1	2	135	24
14	- 15	..	3	1	16	2	28	2	56	4	10		113	9
15	- 16	..			5	1	16		45	1	12		78	2
Above	16	..				1	6		22		13		41	1
TOTAL :			780	230	365	95	326	67	330	31	41	2	1842	435

APPENDIX III (B)

CHINESE SCHOOLS

SCHOLARS BY YEARS AND AGES IN ALL CHINESE SCHOOLS

AGES	LOWER PRIMARY								HIGHER PRIMARY				TOTAL	
	1st Year		2nd Year		3rd Year		4th Year		1st Year		2nd Year			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Below 6 ..	11	9											11	9
6 - 7 ..	47	26											47	26
7 - 8 ..	53	27		1									53	28
8 - 9 ..	53	39	5	5	3	1							61	45
9 - 10 ..	50	28	36	24	6	6	2	2					92	60
10 - 11 ..	28	21	60	21	10	9	6	10	1				105	61
11 - 12 ..	16	20	29	12	36	28	17	13	9	1			107	74
12 - 13 ..	8	9	13	15	44	14	46	16	4	3	1		116	57
13 - 14 ..	3	1	11	7	23	10	28	12	8		3		76	30
14 - 15 ..		16	8	7	5	7	14	22	10	9	2	1	39	62
15 - 16 ..		2	1	4	7		10	7	8	6	10	4	36	23
16 - 17 ..			1		4		12	4	10	7	8	6	35	17
TOTAL :	267	198	164	96	138	75	135	86	50	26	24	11	780	492

APPENDIX III (C)

ENGLISH SCHOOLS

SCHOLARS BY YEARS AND AGES IN ALL ENGLISH SCHOOLS

AGES	YEAR OF SCHOOL COURSE																TOTAL	
	Primary I		Primary II		Standard I		Standard II		Standard III		Standard IV		Standard V		Standard VI			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Below 6 ..	4	1															4	1
6 - 7 ..	15	7	3		1												19	7
7 - 8 ..	19	18	2	1		2	1	1									22	22
8 - 9 ..	30	9	7	6			1										38	15
9 - 10 ..	14	13	13	5	4	10		1									31	29
10 - 11 ..	20	6	14	6	9	1	2	3	2								47	16
11 - 12 ..	19	10	14	8	6	6	9	7	4	4							52	35
12 - 13 ..	9	1	11	6	9	2	6	5	1	2							36	16
13 - 14 ..	5	1	12	3	10	5	8	7	7	3	4	2					46	21
14 - 15 ..	1		6		16	5	7	4	3	1	1	1					34	11
15 - 16 ..			1		5	11	7	4	6	2	4	2		1		1	23	21
Above 16 ..					10		10	1	20	5	3	2	4	1	3		50	9
TOTAL :	136	66	83	35	70	42	51	33	43	17	12	7	4	2	3	1	402	203

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TABLE OF SCHOOLS AND PUPILS

STATE OF BRUNEI

AS AT 30TH NOVEMBER, 1949.

Type of School .	Number of Schools.		Average Enrolment		Average Attendance		Percentage of Attendance	
	1948	1949	1948	1949	1948	1949	1948	1949
Malay Schools (Mixed)	25	27	1957.63	2111.9	1001.59	1651.97	92.98	92.61
English Schools (Mixed)	3	3	493.	587.	442.	523.	88.26	88.24
Chinese Schools (Mixed)	5	5	984.	1272.	959.	1244.	96.23	97.83
TOTAL :	33	35	3434.63	3970.92	2905.59	3419.97	93.15	92.57

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INTRODUCTION

This little state at the moment merits some special consideration apart from the general consideration being given to the whole area of Sarawak and Brunei where the Governor of Sarawak is also High Commissioner of Brunei.

(1) It has historic links with the Straits Settlements and the traditions of the Malayan Civil Service which are not easily broken or forgotten or outlived either in thought or practice. They are in fact preserved in the present Resident Commissioner and Education Officer. Both of these officers have had all their experience in Malaya. They are devoted to Brunei and serve it with loyalty and affection but know little of Sarawak.

(2) From its great oilfields at Seria and Kuala Belait it draws great wealth. It is so rich that it cannot spend all its revenue, even though it can see ways in which the territory would benefit by spending a greater proportion of it.

(3) Today, its rate is tied up with that of Sarawak, but Brunei is a junior partner.

It has a common establishment of personnel with Sarawak. In posting the undermanned specialist staff, the overall needs of both territories often have to override the specific needs of Brunei although Brunei could pay for its own officers if they could be found and left in the territory long enough to get to know its problems and work out solutions for them.

(4) The population is predominantly Malay and Malay speaking. Its past education history, judging from the extracts from the pre-war Education Reports, met with a present Education Officer in his own current Education Report, is slow and reluctant advance. The change since the war is slow but a stimulus to educational expansion characteristic of all South East Asia. It can well be argued that Brunei's best chance lies in being associated with the progressive and imaginative policy of Sarawak. This is undoubtedly true to a point. But in practice, I doubt whether such difficulties as those of distance and slow communications and of differing traditions necessarily result in a co-operation which enables Brunei to get the best it can from the partnership. I have nothing but admiration for the Education Department of Sarawak in the sympathy and commonsense shown in leaving Brunei to its specially appointed Education Officer on the one hand while maintaining a general interest on the other. The system however is such that Brunei feels neither an integral part of the whole nor a free agent.

THE SITUATION

The present position of education in Brunei is lucidly outlined in the 1949 Report. Some points however bear further explanation:-

(1) Brunei is another territory which until the arrival of the present Education Officer was linked with the tradition of having an amateur from the administrative service in charge of a professional department.

(2) Brunei's very small but faithful cadre of trained men teachers came from the Sultan Idris Training College in Malaya. This College did good work in pre-war days but times, methods and outlooks are changing and these teachers need the infusion of new ideas - more than can be given in the periodic refresher courses admirable though the idea of them is. Young recruits to the profession are coming from both the Sultan Idris Training College and from Batu Lintang in Sarawak. Each group will be conditioned very differently and great restraint and wisdom will be needed to blend them both in the small education service.

(3) The first group of three women teachers has been trained at Malacca Women's Training College. The Principal escorted them home and has been invited to help in the selection of her next group. Thus the Malayan Association persists, and in this case it is an admirable and progressive one.

(4) The Roman Catholic Mission of Hill Hill Fathers is responsible for the only English Schools in Brunei. From the little I saw of them, I thought that standards of work were not high, the teachers were inadequate for their posts and the teacher's equipment needed overhauling and improving.

(5) The acceptance of the principle of educating girls is spreading swiftly especially in areas of concentrated population. The appearance of a girls team in the inter schools P.T. Rally was a visible sign of this and their success was a testimony to their ability to compete on equal terms.

(6) There are far too few men of all local races and even fewer women who can speak English. I was told that no Malay women could be produced to talk with me. Yet there is both the demand for English and the need for it.

RECOMMENDATIONS.

(1) Considerable benefits would follow from regular and fairly frequent meetings between the Directors of Education Sarawak and North Borneo to which I would like to think the Education Officer Brunei could also, to deal with such common problems as:-

- a) supply and training of English teachers
- b) provision and supply of suitable literature both for school and adult education needs
- c) salary scales with travelling allowances
- d) relation with Missions serving the whole area
- e) other common services and activities.

(2) Community Development Schemes can be planned. (The Education Officer already has adult literacy campaigns in mind and is open to suggestions on a broader community basis). There are unique opportunities for pilot projects. I'd like for example to see an adventure undertaken in the Kempong Eder of Brunei Town, with a large flat-bottomed boat capable of being used for demonstrations to the people, especially to the women who never come to dry land until they come to be buried.

(3) There is ripe material for collection both in the vernacular and in English. All that is needed is staff to undertake them. Voluntary help could be encouraged.

(4) It is worth considering the unobtrusive but nevertheless systematic replacement of Jawi by Rumi script in the Primary schools. The Jawi script can be preserved and taught later on and in the Koranic Schools.

(5) Tied up with (4) goes the need for more and better teaching of English to children and adults and the provision both in quantity and relevance of simple reading material.

(6) The staff of the Education Department should be strengthened by the addition of a married couple from the land. If the wife were a trained teacher, she could travel with her husband to encourage and help in the education of girls. It would be admirable if between them they could cover primary school teaching and the teaching of English and commercial subjects.

(7) There is room for training in trades and crafts to a skilled artisan level. A step has already been taken in the appointment of a supervising teacher in handwork. It now needs to be lifted onto a sound vocational basis. There is no local trained labour available, either for P.W.D. or for contractors. The Malayan Petroleum Company's Trade School is going to make considerable contribution in trades related to the Company's needs.

(8) The reputation of the people of Brunei as silversmiths, basket workers and weavers has gone forth far and wide and demands for work come from all over South East Asia. At the moment, the wife of the R.C. is doing the herculean and often thankless task of trying to get supply to meet demand, and the exact demand at that. I should think producer co-operatives might be tried. There is, however, only one ex-patriate co-operative officer for Sarawak-Brunei who is already more than occupied.

(9) The Missions need bracing and encouraging into improving their English schools. This can only be done effectively when there is common action in British Borneo on training teachers.

CONCLUSION

Brunei, in common with the rest of South East Asia is emerging from a period of lethargy and disinterest in education into an appreciation of what it means to social, political and economic progress. The new Sultan, himself the first prince of the royal house to be educated outside Brunei (he went to the Malay College, Kuala Kangsar in Perak) fully understands this and is in sympathy with plans for expansion. He is taking immense pains to improve his own English and he is anxious for his young and charming wife to emerge from her Muslim seclusion and play a fuller part in the country's life. Brunei should be allowed to use her financial resources to sponsor education development on a wide front and in a variety of ways.

July, 1950.

(sgd.) Freda H. Gwilliam

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Annual Reports: Education 1949. 1950. MS Records of the British Colonial Office CO 943/2/10. The National Archives (Kew, United Kingdom). State Papers Online Colonial, link.gale.com/apps/doc/UDIFSR647080499/SPOC?u=omni&sid=bookmark-SPOC&pg=1. Accessed 21 Dec. 2024.